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By

Lauren Snead

August 2014

PRE-SERVICE TEACHERS' UTILIZATION OF A SELF-ASSESSMENT MEASURE
TO IDENTIFY IMPLICATIONS FOR
STUDENT TEACHER SELF-ASSESSMENT

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education

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Approved by Dissertation Committee:

Dr. H. Jerome Freiberg, Committee Member

Dr. Wayne Emerson, Committee Member

Dr. Mimi Lee, Committee Member

Dr. Allen Warner, Committee Member

Dr. Robert McPherson, Dean
College of Education

August 2014

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An Abstract
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Abstract

Teacher development of pedagogical implementation begins in the student-teaching phase. In the current models of student teaching, feedback comes primarily from their cooperating teachers and university supervisors, both of which represent external sources of feedback. There is a gap between this feedback and a more engaged source of feedback in which the student teacher plays a more significant role. Self-assessment may have the potential to provide a resource for self-reflection of classroom teaching and learning for student teachers (Dewey, 1910; Freiberg & Driscoll, 2005; Houston & Warner, 2000). A lack of time and financial resources in schools often limit opportunities to provide today's teachers with quality professional feedback. Frequently neophyte teachers, including student teachers, need to wait for other educators to answer the question: "How am I doing" (Freiberg & Driscoll, 2005)? While student teachers need formative and summative assessments to develop further through their profession, there is a growing requisite to build models that incorporate self-assessment as a tool for professional learning. Self-assessments can be used to provide student teachers other ways to reflect on their development (Goh & Matthews, 2013; Rogers & Freiberg, 1994).

This exploratory study examined the use of a teacher self-assessment measure called the Person-Centered Learning Assessment (PCLA, (Freiberg, 2001-2013)). The PCLA is a formative self-assessment instrument used to complete the feedback loop in teacher learning. The PCLA instrument was selected for its design that enables the student teachers to assist in building the PCLA by selecting 8-10 Descriptors from a pool

of 37 in four areas including the educator, learner, resources, and curriculum. The student teachers also describe Observable Indicators for each Descriptor they have selected.

Once developed, the student teachers teach a lesson (PCLA I) using the PCLA instrument and then follow-up after analyzing their PCLA data with a second lesson (PCLA II). They also audio record the lessons, organize the feedback ratings, and review the written comments by their students.

The PCLA contains three primary components that form a triangle of feedback creating opportunities for self-reflection. The three components include 1) student feedback using the PCLA 2) audio recordings of two PCLA lessons, and 3) the educator's self-assessment after analyzing PCLA data and the audio recordings of the PCLA lessons (J. Freiberg, personal communication, July 1, 2014).

The research questions for this study explore the role that PCLA self-assessment can play during the student teaching experience: 1) Does using the PCLA modify the student teacher's self-assessment from the first to the second lesson? 2) Why do the student teachers choose their particular indicators as part of the PCLA? 3) Does student feedback of the student teacher's lessons on the PCLA change from lesson one to lesson two?

The study explores these questions by utilizing the PCLA with ten student teachers at a large urban university. The data sources included the triangle of feedback identified above, as well as a total of 20 researcher student teacher interviews (two each) conducted after PCLA I and PCLA II.

To analyze these data sources, the study uses critical ethnographic methodologies established by Carpsecken(1996) to explore the use of self-assessment with student

teachers during the study. Specifically, Carspecken's model of reconstructive analysis was used to identify themes, codes, and topic domains to provide insight into the student teacher's use of the PCLA instrument. Using these methodologies, student teacher reflections and interviews were analyzed. It also follows Carspecken's (1996) Interview Protocol model by intentionally formatting interviews based on research data.

The data analysis revealed several important insights into the PCLA. Study findings indicate that the 10 student teachers were able to describe ways in which self-assessment enabled them to reflect on the data provided by the PCLA. As a result, eight student teachers made changes to their teaching between their first and second lessons. Reasons as to why each student teacher chose to create their self-assessment in their unique manner was explored. Nine of the student teachers used the PCLA as an avenue for understanding the student perspective in the classroom. Nine of the student teachers also included Descriptors in an effort to understand their own teaching better. In responding to question three, study data showed that nine out of ten student teachers discussed change in their student feedback. The student teachers primarily discussed positive improvements based on student feedback from PCLA I to PCLA II.

In conclusion, the use of self-assessments in teacher preparation can be helpful, providing multiple sources of feedback in addition to the traditional cooperating teacher and university supervisor. The findings of this study have the potential to influence higher education teacher preparation programs and the way student teachers acquire information about their teaching.

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Chapter I

Introduction

Successful teachers need formative assessment. They need someone or something to tell them what they are doing well and what they need to improve. However, third-party formative assessments can only go so far. A school can only evaluate a teacher so many times, if it does so at all. Administrators do not have the time to evaluate hundreds of teachers on a weekly or monthly basis and, even if they do, are educators taking the suggestions to heart? Likewise, a university can only hire so many graduate assistants to evaluate pre-service teachers, and many of those assistants may not be adequately equipped themselves to give helpful guidance. With these limited resources, what can be done? Is there something more our education system can do to improve teacher effectiveness?

This study attempts to answer these questions by examining the recently developed *self*-assessment, called the Person-Centered Learning Assessment (PCLA, (Freiberg, 2001-2013)). The PCLA is an evaluation instrument created by Freiberg (2001-2013) to fill the gap in teacher assessment and to give teachers the ability to self-evaluate. It provides teachers a formative assessment, and an opportunity to reflect on classroom teaching and learning, without the need for an actual evaluation by a school administrator. The PCLA can help teachers of all levels, and especially those who are beginning their careers because as Rogers and Freiberg (1994) explained, “Knowledge is power, but knowledge about self is the greatest power” (p. 119).

This study will explore this important and developing issue in the context of self-assessment of pre-service teachers. This chapter first presents a general background for

the study. It then provides a statement of the problem, describes the purpose of the study, and introduces the PCLA. Lastly, it provides pertinent definitions.

Background of the Study

Before discussing the specific problem this study examines, context for the study and the perceived need for additional research on self-assessment strategies in teacher preparation will be provided. The following section illustrates this need by providing several perspectives, including personal, societal, classroom, and research perspectives.

Personal perspective. I am an educator, and have spent seven years in a secondary classroom and two years as a graduate assistant training pre-service teachers at a large urban university. I continually strive to improve my teaching and my classroom environment by attending conferences, trainings, and working with district administrators. I am constantly learning and, through this experience, I have learned an important lesson: simply *learning* about a topic does not ensure successful implementation into the classroom. Two examples illustrate this point.

As a beginning teacher, I was required by my district to go through a full formal evaluation on an annual basis. An administrator would observe my teaching and classroom at least once a year and provide feedback. That meant that I had something concrete to evaluate my progression as a teacher and to see where I needed to improve. However, after a few years of successful administrative appraisals, they stopped requiring formal evaluations. As a result, I did not receive any formal feedback about my classroom, lesson delivery, or student teacher interactions from an objective source. I may have received some positive informal comments about my students' success, but no one gave me formal criticism. This is when I discovered that I lacked the resources to

ensure that I was actually improving or that I was actually making a difference in the classroom.

Second, I have seen the need for a self-evaluation strategy in the teacher preparation program at the University at which I currently work as a graduate assistant. In the program, I work as a liaison between the University, the schools where my students are placed, and the students themselves. I share University information, requirements, and expectations with both the schools and the students. Likewise, I am the first person a school contacts when a student teacher issue arises, such as tardiness or absences, and am the first person a student intern goes to with questions and concerns. In addition, I evaluate the student teachers in several ways. I grade their assignments, such as classroom reflections. I also make short informal observations throughout the semester and three 45-minute formal observations, which tend to be the most important focus of the semester for all involved.

Serving as a student teacher facilitator has given me a unique perspective of what a student teaching semester looks like. I constantly observe the struggles and difficulties of the pre-service teachers. Often, nerves and anxiety about teaching and controlling a class plague the neophyte learner. Many student teachers, concerned about the search for the perfect lesson or anxious about a failed lesson, face obstacles during field work. I find myself asking if more can be done to help them beyond observing their lessons and providing them feedback.

Societal perspective. In our society, the time frame to educate neophyte learners into the teaching profession is consistently being reduced by a lack of funding and resources. With less outside support, a need exists to develop assessments to enhance the

learning experience for the student teacher. Recently, the US News and World Report and the National Council on Teacher Quality released ratings of the country's teacher preparation programs (Greenberg, McKee, & Walsh, 2013). Much to the surprise of educators, none of the rated schools received four stars (the highest rating) in *both* elementary and secondary programs. In fact, many programs received zero stars in this study. Although the study received many critiques on methodology, it drew attention to the need to improve teacher education programs. Teacher preparation programs do not consistently achieve their goals by developing classroom-ready teachers (Sanchez, 2013).

At the same time, the United States education system is in a period of transition and is seeking productive, effective strategies to use with pre-service teachers. Levine (2006) emphasizes that teacher education is in an "urgent" (p. 5) state and adds that teacher education programs are "ill equipped" (p. 12) to prepare teachers for current classroom realities. Cochran-Smith (2006) believes that, "Teacher education is under attack" (p.1). Darling-Hammond (2012) argues that teacher education has simply become a "weak intervention" (p. 6) for the classroom teacher. A number of critiques exist in regards to today's American teacher preparation programs in general. Whether someone is looking at university-based programs or non-university based programs, the desire to improve teacher education programs and ultimately teachers is high.

Classroom perspective. The need for self-evaluation is also illustrated by the climate inside the classroom. Research completed by Borko and Mayfield (1995) shows that many times cooperating teachers focus on the student teacher's comfort and only give positive comments. As a result, student teachers do not always receive constructive criticism and may not have a realistic perspective of their teaching (Anderson &

Freiberg, 1995). Anderson and Freiberg's (1995) research indicates that student teachers evaluate themselves as being more effective in the classroom than either their cooperating teachers or university supervisors do. Although student teachers spend their last semester or two under the supervision of a cooperating teacher and the university supervisor, they have learned limited self-evaluative measures. As a result, when the pre-service teacher enters her own classroom, she does not know how to effectively self-evaluate and self-reflect (Anderson & Freiberg, 1995).

Similarly, as discussed earlier, with the current system in most Texas districts, a 45-minute formal observation is required only once a year for some teachers. Although a viable outlet for constructive feedback, it is unlikely that administrators will have the opportunity to do more than one lengthy observation. As a result, teachers may not receive ongoing and effective feedback (Freiberg, 2002).

Research perspective. A lack of research exists in the field of self-assessments within teacher education. Most teacher preparation programs today do not utilize self-assessment techniques for pre-service teachers.

Cochran-Smith (2005) explains that recent American Educational Research Association (AERA) data on teacher education show that a lack of empirical research in general exists in teacher education and, specifically, more research is needed outside of secondary mathematics. Conklin and Zeichner (2005) explain the need for "researchers to spend time in the programs observing program activity and talking with participants" (p. 699). They continue by explaining that most research concerning teacher education programs focuses on "program documents and not on firsthand experience in the program" (p. 700). Levine (2006), the former president of Teachers College at Columbia

University, believes that current teacher education programs are not sufficiently equipped to train teachers for today's classrooms.

There is also a need for further research specifically within the field of self-assessments for student teachers. Anderson and Freiberg's 1995 study uses a self-assessment instrument with pre-service teachers. This study lays a strong foundation, however, an updated perspective within the context of today's schools is necessary. The Anderson and Freiberg (1995) study used a sample size of 10 secondary student teachers from a suburban university. Research is needed to extend this work with student teachers in urban settings. This type of research could provide additional knowledge to the field of teacher preparation and be helpful for teacher education programs at urban universities. In conclusion, all of these various perspectives show the need for something to be done in teacher preparation programs.

Statement of the Problem

Assessment and feedback is vital for all teachers, but especially important for pre-service teachers as they are in the process of developing into the teacher they will become (Freiberg, 2002). The level of feedback that pre-service teachers receive is almost exclusively external and appraisal-based with little opportunity to reflect on data they receive from their students and about themselves. Without constant supervisor and administrative feedback, pre-service teachers benefit from assessing oneself. Freiberg (personal communication, September 19, 2013) proposes that once student teachers learn to self-assess, they can evaluate themselves and not depend on others to tell them how they are doing.

Purpose of the Study

The purpose of this study is to provide data regarding the use of a self-assessment instrument with pre-service teachers at a four-year urban university. Freiberg's PCLA, as discussed previously, was used with pre-service teachers as an instrument for each teacher to self-assess their own teaching and their students' learning. While taking ownership and responsibility for their classroom, the student teachers chose Descriptors to focus on in the classroom. Using the PCLA, the student teachers analyzed their results.

The research was used to explore the PCLA instrument in classrooms with student teachers. The research data have the potential to aid in pre-service and in-service teacher evaluations and pedagogical improvement.

The Person-Centered Learning Assessment

As previously explained, a need exists for a person-centered self-assessment strategy that can be used with pre-service teachers. Freiberg's (2001-2013) PCLA potentially provides a resource to fill this gap. Because this study focuses on the PCLA, it is important to introduce the PCLA instrument in this chapter. The following provides a general explanation of the PCLA, and then discusses a personal experience using the PCLA.

Person-Centered Learning Assessment explained. The PCLA (2001-2013) aids teachers in self-assessment and has the potential to fill the gaps where today's current assessment practices do not. For example, last year I was required to use the PCLA as part of a course, entitled "Affective Instruction," designed to assist educators in assessing the affective domain of teaching and learning. I used the PCLA in my high school

Spanish classroom, and it not only gave me a new strategy to assess my teaching, it also aided in greater classroom engagement.

The PCLA assessment contains 37 classroom *Descriptors*, which support the existence of a more person-centered classroom. The concept of being person-centered describes a classroom in which the teacher serves as a facilitator and every individual in the classroom is treated as vital, valued, and given a voice (Rogers & Freiberg, 1994).

Each of the 37 Descriptors reflects one of the following four categories:

- 1) The Educator (containing 17 Descriptors)
- 2) The Learner (containing 7 Descriptors)
- 3) The Resources (containing 5 Descriptors)
- 4) The Curriculum (containing 8 Descriptors)

When using the PCLA, the educator identifies 8-10 Descriptors from the total list known as the *Learning Framework*. For example, when I used the PCLA in my classroom, I chose 10 Descriptors from the Learning Framework; four from the educator category, three from the learner category, two from the resources category, and one from the curriculum category. After selecting the Descriptors, the educator develops *Observable Indicators* for each Descriptor. The indicator describes what an observer would see in a classroom to determine if the Learning Frameworks are operational (Freiberg, 2001-2013).

These Observable Indicators help the educator qualify what each Descriptor actually looks like in their classroom. For example, the Descriptor stating “The Educator sends positive ‘you matter’ verbal and non-verbal messages to individuals” can be further described as “The educator talks to students in an encouraging tone.” The indicator

descriptions will not be the same for every educator and are used as a resource to help the educator observe the indicators' actions taking place in their classroom.

Using the completed Learning Frameworks, the self-defined Observable Indicators form the foundation of a teacher self-assessment model. The creation of the self-assessment creates ownership, giving the educator autonomy over his or her own learning. Students or others (e.g., instructional coach, administrator) are asked to complete the PCLA and add comments for each Descriptor and their teacher-developed indicators. Each Descriptor is put on a continuum from “not effective” to “effective” with their indicators. The students who respond to the PCLA use the survey to provide formative feedback about teaching and learning in their classroom to the teacher. As a result, student engagement increases and the learners become a mechanism for teacher improvement.

The educator (veteran, neophyte, or pre-service teacher) audio records a lesson and, afterwards, has each student fill out the assessment and add comments as they see fit. Audio recording is preferred over video recording because it is convenient, flexible, and does not interfere with normal classroom activities (Freiberg, 1987). The teacher then uses the audio recording to revisit the taught lesson and completes her own assessment. Through the completed assessments, the educator analyzes the data to determine which areas need improvement and which areas are successful. The educator may choose to repeat the process in order to gain further insight on improvements and adjustments. The objective of the self-assessment is for the educator to reflect on her teaching and student learning in the classroom.

As a result of this process, the educator has the potential to change and improve. As Rogers and Freiberg (1994) stated, “Meaning and lasting change occurs when we look inside ourselves for answers” (p. 119). The PCLA self-assessment provides educators with the opportunity to look within themselves for improvement.

Implementation of the Person-Centered Learning Assessment. I implemented the PCLA with my high school level Spanish students in the spring of 2013. For the first time in seven years of teaching, I examined my teaching in cooperation with my students. Students, who are rarely given a voice in schools, were given a venue to express their thoughts and opinions about my instruction and the level of affect in the classroom. Students anonymously completed the first PCLA that I had designed using the 10 Descriptors selected from the Learning Frameworks. I then developed one to three Observable Indicators for each Descriptor. The students responded with comments about the lesson, my teaching, areas in need of improvement, and areas they liked and appreciated. The students were truly excited to be part of change and thrilled to have the opportunity for constructive feedback.

The PCLA instrument revealed both successes and opportunities for improvement that I was previously unaware. For example, I learned that sitting on the stool in the middle of the class (rather than standing in front of the class) was well received. The students likely feel that I am part of the class community and the proximity to the students helps build relationships. Although it was only a small part of the classroom environment, I expanded this teaching style into my classroom more consistently.

In other instances, I perceived that some teaching strategies were more effective than the students perceived them. I believed that I had implemented many differentiated

teaching strategies, while the students did not rate differentiation as high as I did. The PCLA served as a wake up call that teaching a lesson is more than how I perceive the success of the lesson. Success is also measured by how students perceive the lesson and ultimately the learning outcomes.

I used the data to reflect and improve the teaching and learning in my classroom. This opportunity served as a catalyst for self-reflection, revealing an effective resource that can potentially be used to improve other classes. This experience showed me the importance of self-assessment and, as a result, self-evaluation. Educators cannot always rely on others to facilitate improvement. Often the motive and initiative for improvement lie within.

Definition of Terms

As can be seen, this field of study uses numerous specialized terms. The following provides definitions of terms that have been used in this introduction and will be used throughout this paper.

Assessment. Dougherty (2008) defines assessment as “a task given to students independent of instruction to monitor their understanding of content or use of a skill set” (p. 173). Both students and teachers use assessments, formative and summative, for guidance and direction for next steps in the classroom (Higgins, 2011). For teachers, assessment results in feedback and usable information for improvement (Freiberg & Driscoll, 2005).

Formative assessment. Serving as an opportunity to evaluate the learning process, formative assessments provide ongoing information during the learning process about the effectiveness of classroom learning (Andrews & Barnes, 1990; Freiberg &

Driscoll, 2005; Seely, Fry, & Ruppel, 2011). Formative assessment for teachers focuses on the teacher's professional growth and is generally not used to put a value on teacher performance (Andrews & Barnes, 1990).

Summative assessment. Typically used at a unit or lesson's conclusion, summative assessment provides information about student learning (Freiberg & Driscoll, 2005). Andrews and Barnes (1990) explain that summative assessments used with teachers have the potential to place value on teacher performance and determine decisions regarding a teacher's job.

External assessment. External assessment refers to evaluative-based or appraisal-based assessments performed by someone other than the individual being evaluated. Frequently, external assessments are formal evaluations completed by administrators or university supervisors (Marshall, 2009).

Self-assessment. Anderson and Freiberg (1995) define self-assessment as describing the process in which self-evaluation and self-examination occur. Within the context of education, self-assessment is a formative assessment used to improve teaching. Feedback becomes an important part of self-assessment when a teacher reflects on classroom data (Anderson & Freiberg, 1995; Rogers & Freiberg, 1994).

As described by Rogers and Freiberg (1994), self-assessment requires one to take responsibility for her actions, successes, and failures. Self-evaluation, self-reflection, self-initiated learning, and responsible learning are components of self-assessment (Rogers & Freiberg, 1994). Goh and Matthews (2013) explain that self-reflection allows someone to think about where they have been, what they have done, and where they are planning to go in the future. Rogers and Freiberg (1994) state "meaningful and lasting change occurs

when we look inside ourselves for answers” (p. 119). Self-assessment is about evaluating oneself in an effort to become a better teacher, student, and person.

Instructional perspective. Instructional perspective refers to the manner in which teachers, both pre-service and in-service, perceive their ability to present their content information (H. J. Freiberg, personal communication, October 8, 2013). It is the delivery system used to present their content.

Person-Centered Learning. Person-centered (Rogers & Freiberg, 1994) evolved from the work of Carl Rogers’ concepts of client-centered (Rogers, 1946). Rogers’ client-centered theory, based on a strong rapport between counselor and client, is used to facilitate an open expression of feelings with the client. When this theory is translated to education, the teacher and the student maintain a similar positive rapport in a person-centered classroom (Freiberg & Driscoll, 2005; Freiberg & Lamb, 2009; Rogers & Freiberg, 1994). Person-centered learning emphasizes the importance of an environment focused on the affective domain, trust, individual learning, student input, self-discipline, and freedom, while giving each participant the freedom to learn how he or she learns best (Freiberg & Driscoll, 2005; Rogers & Freiberg, 1994).

The Student teacher school experiences. Enz, Freeman, and Wallin (1996) explain that the field team for a pre-service teacher in a university setting includes the student teacher, a university supervisor, and the cooperating teacher. Each position has a specific role, plays an important part of the overall field experience, and must work together for success (Enz et al., 1996).

Student teacher. The student teacher, or student intern, is often a university student placed in a classroom as part of their field experience requirement. Although each

program is different, all university programs require supervised practice called student teaching (Feiman-Nemser, 2001).

Student teaching is generally the most important part of a pre-service teacher's preparation program (Feiman-Nemser, 2001). The school experiences for student teachers often consist of a series of progressive teaching experiences in the classroom. Student teachers first observe, then assist the classroom teacher, and gradually assume more of the cooperating teacher's responsibilities (Rozelle & Wilson, 2012).

Cooperating teacher. The cooperating teacher is the teacher of record in a classroom that is working with a student teacher or student intern. She is ultimately in charge of the class, but works with a student teacher in an effort to help them prepare for their own classroom. According to Rozelle and Wilson (2012), the pre-service teacher first assists and observes the cooperating teacher.

Daniels, Patterson, and Dunston (2010) explain that the cooperating teacher's role is to model, mentor, and guide. Results of a study completed by Borko and Mayfield (1995) show that the cooperating teacher can provide significant feedback, suggestions, and encouragement for the pre-service teacher.

University supervisor. The university supervisor, or university facilitator, usually employed by the university to supervise student teachers, bridges the university with the school where the student teacher has been placed for their field experience (Daniels et al., 2010). The university facilitator is typically in charge of many students and travels between campuses in an effort to observe all students (Anderson & Freiberg, 1995).

Research done by Borko and Mayfield (1995) shows that student teachers view university supervisors as possessing an assessment role rather than an assistance role, due

to the fact that university supervisors assign grades. However, Borko and Mayfield(1995) maintain that their research proves that university supervisors have the ability to give feedback, suggestions, and encouragement to student teachers.

Pre-service teacher. The Oxford Dictionary (2013) defines pre-service as “relating to the period before a person takes a job that requires training.” In teaching, this term labels non-certified teachers in training before they assume the role of a certified teacher of record. This role as a pre-service teacher, especially in student teaching, forces the student to live as both student and teacher simultaneously (Daniels et al., 2010).

In-service teacher. The in-service teacher currently teaches as the teacher of record and has completed teacher training. She receives a salary for her services and maintains professional development requirements.

Summary

With the decrease in funding for education, teacher education programs and schools do not have the resources they once did. As a result, pre-service and in-service teachers may not receive the feedback they need to improve their learning and teaching. Recent reports criticize some teacher education university and non-university-based programs, and many believe that these programs are not creating classroom ready teachers (Greenberg et al., 2013; Levine, 2006; Sanchez, 2013). With the pressure from many sectors to develop highly qualified teachers, teacher preparation programs may benefit from strategies that focus on pre-service teacher self-assessment.

The PCLA is a self-assessment instrument that has the potential to fill the missing gaps in teacher feedback. The purpose of this study is to examine the use of the PCLA

with pre-service teachers. The results have the potential to affect teacher preparation programs by providing data on the use of the PCLA with pre-service teachers.

Chapter II

Review of Related Literature

The purpose of this study is to explore the effectiveness of using self-assessments in teacher education. The reason for this is simple. Current teacher education practices focus primarily on appraisals and external assessment, rather than *self*-assessment. In doing so, teacher education seemingly ignores one of the fundamental pillars of improvement: reflection (Dewey, 1910; Schon, 1983).

To understand the current pre-service environment, an examination of the underlying theoretical principles and current practices is necessary. Thus, this chapter first provides an explanation of some of the primary theoretical principles in the field of self-assessment. It then examines how these principles are currently applied in the teacher-training context. Finally, Chapter two examines some self-assessment studies that have been conducted, which provide the basis for the self-assessment instrument used in this study.

Theoretical Perspectives

Understanding the self-assessment used in this study—the Person-Centered Learning Assessment (PCLA)—requires a brief examination of three principles of theoretical research: *self-reflection*, *assessment*, and *person-centered learning*. The PCLA uses aspects from each of these three theories, which can be summarized as follows. *Self-reflection* typically involves the review of an individual from within (Dewey, 1910; Goh & Matthews, 2013). *Teacher assessment* generally involves external assessments, which are evaluations completed by an individual or another person using a standardized rubric or appraisal observation checklist or system (Marshall, 2009). Person-

centered learning requires a balance between the learner and the educator expecting that each individual involved in the learning process is valued, important, and engaged in all stages of the learning process (Freiberg & Driscoll, 2005; Rogers & Freiberg, 1994).

Reflection. The theory of reflection—or self-reflection—began with John Dewey in the early 1900's and continued in later years with Donald Schon (Feiman-Nemser, 2001; Goh & Matthews, 2013). Self-reflection provides an individual with the opportunity to look within and examine motives, feelings, and truth (Dewey, 1910). It gives a picture and a perspective that might otherwise go unnoticed. Using the theory of self-reflection with pre-service teachers creates unique opportunities for improvement in teaching and learning (Anderson & Freiberg, 1995; Freiberg & Waxman, 1988; Goh & Matthews, 2013).

John Dewey, an American philosopher and educator, defined progressive education in the twentieth century (Reid, 2013). Above all, his love for education showed through his words and theories. During his 1933 address to the American Federation of Teachers in New York, Dewey (1933) declared that he was most proud of being a teacher.

According to Dewey, a state of mental unrest and uncertainty leads to the need for resolution, and therefore, reflection (Daniels et al., 2010; Dewey, 1910). The desired outcome of true reflection leads to professional improvement and improved pedagogy. Goh and Matthews (2013) explain that Dewey's idea of self-appraisal aids in improvement by questioning motives and actions. Dewey believed that experiences should be used to prepare for other events in life (Feiman-Nemser, 2001). Student

teaching remains a prime example of this time of preparation, as it is training for becoming a certified, in-service teacher.

Similar to Dewey, Donald Schon also had a significant impact in the field of self-reflection. Credited with creating the idea of reflective practice, Schon further developed this theory within educational pedagogy and andragogy, explaining that student teachers should reflect on their own experiences (Goh & Matthews, 2013). Schon teaches reflection as a vital piece for professional growth (Schon, 1983). Derived from Schon's theories, Boreen, Johnson, Niday, and Potts (2009) describe the ideas of *Reflection on Action* and *Reflection in Action*. Reflection on action occurs after an action, or task. Frequently in education, reflection on action consists of documentation or analysis after an observed teaching activity. Reflection in Action refers to reflection occurring during an activity and typically calls for immediate response. When used within pedagogical practices, both ideas form a positive reflective practice in the professional setting.

Houston and Warner (2000) propose that "a major responsibility of teacher education is to facilitate professional self-reflection" (p. 73). Dewey and Schon's theories of self-reflection and self-appraisal stand at the forefront of the desire for self-improvement in today's teaching programs and form the basis for the need for self-assessment techniques with today's educators.

Assessments. To better understand the reasons for using the PCLA, it is necessary to understand current perspectives on assessments. Richard Arends (2006a), Dean Emeritus and professor at Connecticut State, explains that since the creation of public education in the early 1900's, stakeholders have been concerned with student learning and teacher proficiency. For the 100 years that followed, teacher assessment evolved

slowly with state departments of education and professional organizations being at the forefront of bringing change (Arends, 2006a). Teacher accountability turned into a number of exams, including the National Teacher Exam (Arends, 2006a). Arends (2006a) explains that accountability began in the 1950's and the current system of external assessments started in the 1970's. The need for teacher supervision and accountability increased with the decline in student standardized test scores (Bouchamma, Godin, & Godin, 2008).

With the need for teacher accountability, many teacher assessment and evaluation instruments came into play (Arends, 2006a; Marshall, 2009). As a result, assessment, evaluation, and supervision became common themes in teacher preparation programs (Soled, 1995). Assessments are used to determine how pre-service teachers are performing in the field, if they are learning, and if they are ready to enter the profession (Rich, Barcikowski, & Boyd, 1995; Soled, 1995). Typically, these assessments are summative assessments of lessons, either live or simulated, where evaluators use rubrics, observation checklists, or evaluation forms that align with current standards (Arends, 2006b). No matter what type of assessment is used, the intended result is job and performance improvement (Marshall, 2009).

Person-centered learning. The following section describes the development of Carl Roger's theory of Person-Centered Learning, which is important to understand the PCLA. Roger's third book, *Client-Centered Therapy* (Rogers, 1951; Thorne & Sanders, 2012), introduced his humanistic theory of client-centered therapy, which proved to be instrumental in the field of psychology and counseling. The following first discusses

Roger's client-centered therapy and then his related educational theory of person-centered learning, which serves as the basis for the self-assessment used in this study.

Rogers (1946) explained that six conditions are necessary for successful client-centered therapy:

- 1) The counselor acts with the belief that the client is responsible for himself.
- 2) The counselor believes that the client has the drive to be mature, independent, and socially adjusted.
- 3) The counselor creates a warm environment in which the client feels safe to share, or not share, information.
- 4) Rules are focused on behavior and not attitude.
- 5) The counselor accepts the emotional attitudes of the client.
- 6) The counselor does not use expressions or verbal communication that contradict the previous five points.

Client-centered therapy recognizes the relationship between client and counselor as sincere, genuine, and focused on the client (Rogers, 1946). Rogers explains that the aforementioned attributes of the therapy set it apart from other therapies of that time.

As the idea of client-centered therapy continued, it was later renamed "person-centered" in order to apply to more disciplines, such as education (Crisp, 2011). Person-centered mode is a humane, non-traditional theory used in classrooms that shifts the focus away from the teacher and gives everyone a voice in the classroom (Freiberg & Lamb, 2009; Purkey & Aspy, 1988; Rogers & Freiberg, 1994). Rogers and Freiberg (1994) underscore the importance of a person-centered classroom focusing on trust, individual learning, student input, self-discipline, and freedom. In this person-centered classroom,

Freiberg and Lamb (2009) explain the importance of finding a balance between teacher and student needs. A person-centered classroom focuses on the individual in the classroom, emphasizing the needs of both teacher and student. This classroom environment gives each participant the freedom to learn how he or she learns best (Rogers & Freiberg, 1994). In the classroom, this theory contradicts the traditional style of education where the classroom consists of passive learning (Rogers & Freiberg, 1994). Rogers and Freiberg underscore the importance of a classroom where the focus is on the learning experience and not on specific content to be learned. Rogers and Freiberg (1994) define the person-centered mode in the classroom as consisting of the following characteristics:

- 1) A leader who facilitates the class has a positive ripple effect.
- 2) The facilitator shares the responsibility for the learning process.
- 3) The facilitator uses learning resources from many different areas, including herself, the community, and the learners.
- 4) The students have the freedom to control their own learning.
- 5) The facilitator focuses on how to learn, as opposed to what is learned.
- 6) Self-discipline paves the way for goal completion.
- 7) Students self-evaluate.
- 8) The whole person is invested in the process, and as a result, learning reaches deeper levels than the conventional classroom.

Freiberg and Lamb (2009) also explain that the person-centered classroom includes four pro-social learner dynamics:

- 1) *Social emotional emphasis*—an environment focused on shared responsibility.

- 2) *School connectedness*—ensuring that each student feels that they belong to the school community.
- 3) *Positive school and classroom climate*—ensuring safe classrooms where each student feels freedom to be who they want to be.
- 4) *Student self-discipline*—gives each learner the freedom to make mistakes, to grow, and to learn responsibility.

Another characteristic of the person-centered classroom is the focus on the affective domain. According to Freiberg and Driscoll (2005), the affective domain is a hierarchy consisting of five main steps:

- 1) *Receiving*—learners receive information by simply listening and observing.
- 2) *Responding*—includes discussion about what information was received.
- 3) *Valuing*—learners think about the information received and draw conclusions about its importance.
- 4) *Organizing*—learners organize thoughts and values about information and make conclusions of how information fits in their worldview.
- 5) *Characterizing*—information becomes internalized.

Person-centered learning strives to balance the needs of both student and teacher, while giving everyone ownership of their own learning and development. Using the theory of person-centered learning as a framework for classrooms gives educators, both pre-service and in-service, the freedom to self-assess their classroom. This environment thrives on self-reflection, self-discipline, and genuine community, while creating an atmosphere where both students and educators have the freedom to work on classroom improvement.

Application In The Teacher Training Context

Current teacher preparation practices draw primarily on external and evaluative assessment techniques, and not typically on self-assessments based in reflective practice. The following provides an overview of the types of assessments currently used in teacher preparation programs.

Teacher preparation programs. Although the need for teaching both pre-service and in-service teachers how to self-reflect exists, little self-assessment techniques are found in current teacher training programs. The next section discusses current assessments used in today's teacher education programs. However, in order to understand how teachers are prepared, it is necessary to first understand the different types of teaching programs.

Teacher preparation programs are generally divided into two categories: university preparation programs and non-university preparation programs (Darling-Hammond, 2012; Levine, 2006; Zumwalt & Craig, 2005). Levine (2006) explains that an "enormous diversity of practices" (p. 17) exist within university and non-university teacher education programs. The following chart gives an overview of the different types of programs.

Table 1

University and Non-University Based Programs

	University Based Programs	Non-University based programs
Location of programs	Universities	<ul style="list-style-type: none"> • School Districts, (e.g., Houston and Boston schools) • Community colleges • Regional Support Centers • Online programs • Programs for Profit (e.g., Kaplan) • Non-profit programs (e.g., Teach for America)
Coursework	Multiple semesters of educational foundations classes, field work, and student teaching experience.	<p>Although extremely varied among programs, programs like Teach for America require an intense summer of coursework with about 6 weeks of training. The latter 4 weeks includes training and internship.</p> <p>Other programs such as the Houston ISD Alternative Certification Program require both online and face-to-face coursework with 24-32 hours of online content and 62.5 hours of face-to-face training.</p>
Student Teaching	Student teaching is required and ranges from about 10-18 weeks.	A range of requirements exists. Programs like the Houston ISD Alternative Program require 4 full days of field experience/observations during summer school. On the other hand, Teach for America requires pre-service teachers to teach summer school for 4 weeks.

Note: (Teach for America, 2012; Conklin & Zeichner, 2005; Feiman-Nemser, 2001; Houston Independent School District Alternative Certification Program, personal communication, August 28, 2013; Levine, 2006)

The aforementioned background on teacher preparation programs sets the foundation for understanding the context of the assessments used with pre-service

teachers. Zeikner (2005) explains that a standardized evaluation of student teachers does not exist. As discussed previously, programs vary from school to school and program to program. Wiens, Hessberg, LoCasesle-Crouch, and DeCoster (2013) explain that the National Council for the Accreditation of Teacher Education (NCATE), an assessment previously used at the University of Houston, supports multiple avenues for evaluating pre-service teachers, including portfolios, content knowledge evaluations, student teaching assessments, and lesson plans. Most of these assessments are subjective evaluations and may not be effective (Greenberg, Pomerance, & Walsh, 2011).

Formative assessments. Andrews and Barnes (1990) understand that putting value on teacher performance is not at the heart of formative assessments. Formative assessments give pre-service teachers opportunities to self-evaluate their learning process (Andrews & Barnes, 1990; Freiberg & Driscoll, 2005; Seely et al., 2011). Throughout teacher education programs, a number of formative assessments exist in an effort to create stronger, more effective teachers. The following table gives examples of current formative assessments used in teacher preparation programs.

Table 2

Formative Assessment Examples

Teacher Preparation Program	Formative Assessment
Teach For America	<i>Daily Conferences with Advisor</i> —Used to reflect and discuss status of teaching
Teach For America	<i>Teacher as Leader Comprehensive Rubric</i> —Used to formatively assess teaching
Texas State University University of Houston	<i>Journaling and Reflection</i> —Gives pre-service teachers an opportunity to reflect and record their experiences in the classroom
Texas State University	<i>Lesson Plan Sharing</i> —Student teachers share effective lesson plans with other teachers in their cohort.
University of Houston	<i>Weekly Formative Assessment Form</i> —Gives student teachers and their cooperating teachers an avenue to document and discuss areas of success and areas in need of attention
University of Houston	<i>Midpoint Assessment Form</i> —Both the cooperating teacher and the student teacher rate the student teacher on content knowledge, instructional performance, and professionalism.
The University of Texas	<i>Self-Perception Activity</i> —This checklist is used to help prepare student teachers for teaching lessons.

Notes: (Boreen et al., 2009; Duke & Surrette, 2009; Farr, 2010; Stanford, personal communication, October, 2, 2013; University of Houston, 2013; Utely, personal communication, October 2, 2013).

Summative assessments. In addition, summative assessments, which are conducted at the end of a lesson, unit, or course, maintain a strong presence in teacher training programs (Brookhart, 2009). Generally, summative assessments are evaluative and external assessments used for teacher appraisal. Arends (2006b) explains that most observations are accompanied by a checklist, observation form, or rubric, and are usually aligned with standards. He explains that rating scales are used in order for the evaluator to make judgments about the observed behaviors. The table below provides examples of current summative assessments used in major teacher preparation programs in Texas.

Table 3

Summative Assessment Examples

Teacher Preparation Program	Summative Assessment	Description
Teach For America	Teacher as Leader Comprehensive Rubric	Used through the intern experience the following six areas are assessed: <ol style="list-style-type: none"> 1) Set big goals 2) Invest students and those who influence them in working hard to achieve big goals 3) Plan purposefully 4) Execute affectively 5) Continuously increase effectiveness 6) Work relentlessly
University of Houston	Professional Attributes Assessment	Completed twice throughout the semester and taken as a graded assignment, the assessment provides ratings of student teacher professionalism.
University of Houston	Teaching Assessment Rubric	The Teaching Assessment Rubric, designed by the University of Houston, assesses the following categories on a six-point scaled rubric: <ol style="list-style-type: none"> 1) Classroom Climate 2) Learning Environment 3) Behavior Management 4) Communicating Effectively 5) Appropriate Instruction 6) Content 7) Technology 8) Performance and Achievement
Texas A&M University	Teaching, Learning, and Culture Student Teaching Formal Observation Form	The assessment includes twenty-one components; each rated on a four-point scale. The components falls into one of the following categories: <ol style="list-style-type: none"> 1) Introduction/Motivation 2) Instructional Procedures 3) Independent/Group Activity 4) Closure 5) Environmental Management 6) Planning, Management, and

		<p>Professional Competencies</p> <p>At the end of the form, two open-ended questions give the student teachers an opportunity to self-reflect on their lesson.</p>
Texas State University	Charlotte Danielson Framework for Teaching	<p>The Danielson Framework uses the following domains for teacher evaluation:</p> <ol style="list-style-type: none"> 1) Planning and Preparation 2) The Classroom Environment 3) Instruction 4) Professional Responsibilities <p>Texas State University uses a four-page modified version of the Danielson Framework Rubric where each component is rated as unsatisfactory, basic, proficient, and distinguished.</p>
Houston Independent School District Alternative Certification Program	Instructional Practice Rubric	<p>As a result of the expedited process to teacher certification, the teacher in training does not receive formal evaluation until the teacher assumes the role of teacher of record. At this point, the teacher receives formal observations and evaluations every three to six weeks until May.</p>

Note: (Teachscape focus demo: Teacher training, 2013; Farr, 2010; Harrison, September 6, 2013; Stanford, 2013; University of Houston, 2014).

Most teaching assessments use evaluation forms that involve ratings or rubrics. Evaluators frequently do not have proper training, producing assessments that lack objectivity (Arends, 2006b; Bouchamma et al., 2008). When a group of administrators were polled, Marshall (2009) concluded that only about 5% of these administrators had ever seen substantial teacher improvements using evaluation forms. He also explained that, although administrators put a significant amount of time and effort into teacher assessments, they are not seeing many improvements. Weisberg, Sexton, Mulher, and Keeling (2009) explain that teacher assessment ratings are inflated and do not give a clear

perspective of teacher effectiveness. Effective assessments and evaluations should improve student learning and teacher effectiveness and research concludes that it is not consistently achieving that goal (Bouchamma et al., 2008).

As a result of the varied and largely subjective assessments, student teachers may not have a realistic perception of their teaching (Anderson & Freiberg, 1995). An effective and introspective self-assessment has the potential to help student teachers in a way that current assessments cannot (Freiberg, 2002).

Selected Empirical Studies Using Self-Assessments

There are not many studies examining the effectiveness of self-assessments, and of the studies that do exist, most of them are dated and do not involve pre-service teachers. That is one of the primary reasons for this study—to fill these research gaps by providing data with pre-service teachers. However, to provide a background for the PCLA used in this study, the following examines selected empirical studies using other self-assessment instruments with both pre-service and in-service teachers.

Flanders Interaction Analysis System. The Flanders Interaction Analysis System (FIAS)—created by Ned Flanders in the 1960's—appeared as one of the first widely utilized assessment and later self-assessment measures in education (Freiberg & Waxman, 1988). It was used with both pre-service and in-service teachers, and is a ten-item assessment that helps teachers analyze classroom communication between students and teachers (Freiberg & Waxman, 1988; Paris, 1987). It can be used as both a self-assessment and as an external evaluation. Basically, the assessment describes how much and what type of communication takes place in the classroom by looking at teacher instruction and student responses (Freiberg & Waxman, 1988).

The core of the FIAS lies in studying the following interactions in the classroom:

- 1) Teacher Talk
- 2) Student Talk
- 3) Silence or confusion (Flanders, 1970; Flanders, 1963; Flanders, 1962; Paris, 1987).

Flanders (1970) explains that each area of interaction is further divided to provide 10 specific categories for observation.

Teacher Talk:

- 1) Accepts feelings by students, either negative or positive
- 2) Praises or encourages students
- 3) Accepts or uses student ideas
- 4) Asks questions for students to answer.
- 5) Lectures
- 6) Gives directions
- 7) Criticizing or showing justification for authority

Student Talk

- 8) Giving responses
- 9) Student initiated talk

Silence or confusion

- 10) Pauses, silence, or time when communication is not understood by observer.

Paris (1987) explains that teacher talk refers to both indirect and direct statements made by the teacher including questioning, lecturing, and giving directions. Student talk

consists of all communication made by the students. Silence or confusion refers to silence, pauses, or unheard communication (Flanders, 1962; Paris, 1987).

In 1962, Flanders conducted research observing teachers and their student teacher interactions, resulting in considerable modifications in teacher behavior. Believing that changes come from within oneself, the FIAS serves as a catalyst for change as long as the teacher allows for observation, either self-observation by audiotape or colleague observation (Anderson & Freiberg, 1995; Flanders, 1962).

Recently, Inamullah, Naseer, and Hussain (2008) from Kohat University in Pakistan implemented the FIAS to study the use of the Flanders two-thirds rule. The two-thirds rule states that 1) two-thirds of class time should consist of talk, 2) two-thirds of that time should consist of the teacher talking, and 3) two-thirds of that time consists of teacher direct talk (Flanders, 1962; Inamullah et al., 2008; Paris, 1987). Although the Kohat University study encouraged teacher improvement, the research showed that more than two-thirds of class time consisted of talk. Although there are different uses of the FIAS, it provides a resource to analyze communication in the classroom.

Stallings Observation System. The Stallings Observation System (SOS) is an observation system that focuses on on-off task student behaviors. As a self-assessment measure, once the data have been collected by a third party, the SOS enables teachers to analyze how they are using their class time and what the teacher is doing while students are engaged or disengaged during the class (Freiberg & Waxman, 1988; Stallings, 1986). This self-assessment uses “coding,” which is a method of evaluating class time by categorizing and rating teacher actions and on- and off-task behavior (Stallings, 1986). The SOS is built upon 64 student-teacher variables. The System uses a classroom seating

chart and the observer will conduct 10 five-minute sweeps of the classroom, called snapshots, of individual classroom interactions between students and teachers with a focus of on- and off- task behaviors of students (Freiberg & Waxman, 1988).

In 1984, Myers and Stallings conducted a study with pre-service teachers at Vanderbilt University focusing on student teacher interaction, time usage, and student on-task and off-task behaviors. As part of a pre-service teacher improvement plan, the study required student teachers to videotape their lessons and analyze not only their own lesson, but also those of their cooperating teacher and colleagues. According to Myers and Stallings (1984), if pre-service teachers apply strategies for effective teaching and analyze their own teaching, they will be more successful.

In 1989, Teddlie, Kirby, and Stringfield used the Stallings Observation System Classroom Snapshot in Louisiana schools to study teacher effectiveness. Results from the study showed that differences in teacher classroom behavior exist between effective and ineffective teachers (Teddlie et al., 1989). Teddlie, Kirby, and Stringfield (1989) explain that effective teachers coming from effective schools exhibited behaviors higher than ineffective teachers from ineffective schools on all 10 behaviors studied. The following behaviors were seen more frequently with effective teachers: time on task, presentation of new material, independent practice, high expectations, positive reinforcement, discipline, minimal interruptions, friendly climate, student work displayed.

The SOS was most recently used at Texas A&M University for its teacher preparation programs. The SOS utilized a matrix and a snapshot (an assessment giving a small picture of the lesson). Based on results from the study, teachers modified their teaching (Texas A&M University, 2007).

Hoover and Carroll. Hoover and Carroll's (1987) instrument, used to evaluate in-service effectiveness, required teachers to tape reading groups twice and use recorded data for self-assessment. After data analysis, the assessment proved to be worthwhile and helpful (Freiberg & Waxman, 1988; Hoover & Carroll, 1987).

Low Inference Self-Assessment. Similarly, Freiberg's (1987) Low Inference Self-Assessment (LISAM) uses audio recordings to analyze student teacher verbal interactions. Teachers categorize the type of interactions and record the amount of each one used during the class. The assessment provides teachers with data about their classroom interactions.

The LISAM focuses on the following six components of a classroom:

- 1) Questioning skills (lower to higher)
- 2) Teacher talk and student talk (interaction analysis)
- 3) Identification of motivating or facilitating set (beginning of the lesson) and closure (Lesson ending)
- 4) Wait time (based on the amount of time teachers gave the students to think before teacher interaction)
- 5) Positive statements made by teacher (examines three levels of statements), and
- 6) The teacher's use of student ideas (Freiberg & Waxman, 1988; Freiberg & Driscoll, 2005).

Freiberg and Driscoll (2005) explain that the LISAM focuses on four different types of questions when analyzing questioning skills including yes/no, short answer, comparison, and opinion questions. They also explain that teacher talk and student talk refer to the talk balance between the two parties involved. Component three, entitled

“identification of motivating set and closure,” refers to the anticipatory part at the beginning of class and a closure activity with the purpose of lesson review and summary (Freiberg & Driscoll, 2005). Lemov (2010) underscores the importance of what he calls a “hook” at the beginning of the lesson to engage and excite students about the upcoming lesson. Component four, wait time, encourages teachers to wait three to five seconds after asking a question in order to provide students an opportunity to think and respond (Freiberg & Driscoll, 2005). Loughran (2012) explains that, when used correctly, wait time improves student responses to questions and enhances the learning experience. The fifth aspect of LISAM focuses on positive teacher responses in which the type of statements made are counted and categorized by the person to whom the teacher intended to direct the comment (Freiberg & Driscoll, 2005). Lastly, the LISAM counts the instances in which the teacher uses student ideas and credits the student by name. Following the LISAM data collection, analysis of each of the six components based on audio recording provides an assessment of the status of a teacher’s delivery (Anderson & Freiberg, 1995; Freiberg & Waxman, 1988; Freiberg & Driscoll, 2005).

Using the LISAM, Anderson and Freiberg (1995) conducted a mixed methods study following 10 pre-service secondary teachers. The research consisted of four stages in which the student teachers audio recorded two lessons and were instructed on how to analyze their lessons and set goals. Stage four consisted of an interview, which gave the researchers insight into the individual perspectives of the student teachers. Freiberg and Anderson (1995) analyzed the data using the LISAM coding system while looking at themes, patterns, and relationships seen throughout the data collection and analysis.

In most teaching behaviors analyzed, the frequency of effective behaviors increased with the use of the LISAM instrument. An increase in closure time was the teaching behavior that most increased throughout the research, while a few teaching behaviors did not increase. For example, the average length of motivating sets decreased. Yes/No questions also decreased, which could be a positive shift depending on the type of class and instruction.

In Anderson and Freiberg's (1995) study, the student teachers became more cognizant of their own teaching. They explain that the LISAM pushes "student teachers to examine the underlying reasons for their use of a teaching behavior rather than change those behaviors without reflecting on the potential implications of those changes" (p. 80). The pre-service teachers reflected and evaluated their own effectiveness and learned valuable strategies.

Transformative self-evaluation strategies. In contrast to the previous self-assessments, Sosanya-Tellez (2010) conducted research with teachers using many small self-assessment strategies in which the teachers had options of how they chose to self-assess. Her study's foundation lies in the idea of transformative evaluation, which encourages teacher self-reflection, self-evaluation, and introspection (Pajak, 1999; Sosanya-Tellez, 2010).

Sosanya-Tellez based the foundation of her research on the idea that legislation and policy frequently overlook teacher evaluation. She explains that, in today's education system, teacher evaluation follows a model of clinical supervision including goal setting, pre-observation conference, observation, post-observation conference, and a summative report written by a supervisor. This model puts the supervisor in the position of power

and does not encourage the teacher to be the center of change, resulting in a lack of person-based learning (Freiberg & Driscoll, 2005; Sosanya-Tellez, 2010).

One of the self-evaluative options Sosanyz-Tellez used was student surveys. Similar to Anderson and Freiberg's (1995) audiotaping of lessons, Sosanya-Tellez (2010) used videotaping of classes to provide teachers an opportunity to analyze and reflect on their teaching practice.

Based on Wink and Wink's (2004) theory, Sosanya-Tellez (2010) provided teachers with the option of the Mind's Eye Model, which encouraged self-reflection of personal beliefs. She also presented the Iceberg Model, which is a strategy used to self-reflect on teaching and learning. Like an iceberg, only ten percent stands out as obvious needs. Many aspects of teaching and learning require going much deeper than the obvious.

The models presented to teachers lent themselves to a new, transformative style of teacher supervision and evaluation (Pajak, 1999; Sosanya-Tellez, 2010). As a result of the strategies used, the teachers claimed to constantly reflect on ways to improve their teaching, they took charge of their learning, were creative, and planned to incorporate more of the transformative strategies in the future (Sosanya-Tellez, 2010). Giving teachers strategies to self-evaluate helps them assume responsibility and ownership of their own learning (Freiberg & Driscoll, 2005; Rogers & Freiberg, 1994).

Beck, Livne, and Bear. Beck, Livne, and Bear (2005) conducted a study of pre-service and beginning teachers with the use of electronic portfolios and formative and summative assessments. Results showed that formative assessments positively affect

teachers more than summative assessments. Beck, Livne, and Bear indicate the need for effective formative assessments.

Goh and Matthews. Journaling, a type of formative assessment, allows for a simple manner of self-reflection. In a 2013 study in Malaysia, Goh and Matthews studied the use of journals with a sample of fourteen pre-service teachers. They found that as a result of the journaling process, the pre-service teachers tackled their attitudes and values giving them a voice and an avenue to self-reflect and self-assess. They were also able to self-appraise their teaching in order to grow professionally.

Research Questions

In light of the status of current research, this study will examine three research questions. The table below provides a summary of data sources to answer these questions.

Table 4

Research Data Grid

Research Questions	Variable Indicators	Data Source	Participants
Does using the PCLA modify the student teacher's self-assessment from the first to the second lesson?	PCLA self-assessment using the Descriptors chosen by the student teacher.	PCLA: Student Feedback, Audio Recording for Student Teacher Feedback, Student Teacher Reflections Interviews: Student Teachers	University students in their second semester of student teaching.
Why do the student teachers choose their particular indicators as part of the PCLA?	PCLA self-assessment using the Descriptors chosen by the student teacher.	PCLA: Student Feedback, Audio Recording for Student Teacher Feedback, Student Teacher Reflections Interviews: Student Teachers	University students in their second semester of student teaching.
Does student feedback of the student teacher's lessons on the PCLA change from lesson one to lesson two?	PCLA self-assessment using the Descriptors chosen by the student teacher.	PCLA: Student Feedback, Audio Recording for Student Teacher Feedback, Student Teacher Reflections Interviews: Student Teachers	University students in their second semester of student teaching.

Note: Format developed by H. Jerome Freiberg 1993

Summary

As can be seen in this chapter, there is a need for self-assessment. In Dewey's (1910) *How We Think*, he stated: "We reflect in order that we may get hold of the full and adequate significance of what happens" (p. 119). Self-reflection gives people the opportunity to look inside themselves and to truly start to comprehend their motives, actions, and feelings (Dewey, 1910; Schon, 1983). Self-assessment has the potential to

give pre-service teachers strategies to reflect and to provide teachers with opportunities to take ownership of their own classroom. Reflection allows teachers to become better, more effective teachers (Goh & Matthews, 2013; Houston & Warner, 2000; Rogers & Freiberg, 1994).

Chapter III

Methodology

This chapter describes the design and methodology used in this exploratory study of the Person-Centered Learning Assessment (PCLA) with student teachers, from a major university in the southwestern United States. The PCLA is a formative evaluation instrument designed by Freiberg (2001-2013) that provides a measure of teacher self-assessment. The PCLA is designed to offer all teachers, from neophyte to veteran, with the resources to self-evaluate and an opportunity to reflect on their classroom teaching and learning. The PCLA is an individualized self-assessment that provides the freedom to create the measure in order to meet the needs of the educator and their classroom. The data sources for the student teacher self-assessment are drawn from student feedback on the PCLA, teacher self-assessment using the PCLA categories after listening to the audio recording of the same lesson, and reflections based on their teaching using these two primary data sources. This can be accomplished without the assistance of a school administrator or other third-party observer.

The General Research Perspective and Research Type

This study examines the use of the PCLA using qualitative methods to answer the following questions:

- 1) Does using the PCLA modify the student teacher's self-assessment from the first to the second lesson?
- 2) Why do pre-service teachers choose their particular indicators as part of the PCLA instrument?

- 3) Does student feedback of the student teacher's lessons on the PCLA change from lesson one to lesson two?

Exploratory Study. This exploratory study is used to investigate an area of research that has not been previously explored. Maxwell (2013) explains that research can be improved by an initial exploratory study. This study serves as the first exploration into the PCLA.

The Research Context

Location. This study took place in schools that partner with the University from which the student teachers conduct their field experiences. The city (2013) in which the schools are located states that it is home to more than 90 different languages.

The College of Education from which the students take their coursework and field experiences are within a large urban university located in the center of the city. The University also consists of a diverse population.

Time. The study was conducted during the spring 2014 semester. In the spring, the student teacher experiences students who have been in school for five months and are being prepared for several high-stakes tests. Depending on each student teacher's specific degree plan, the student teachers may have been enrolled in a class or methods course that meets at the University in addition to their required student teaching. The initial student teaching meeting took place in February 2014 and the final interviews were completed in May 2014.

The Student Teaching Format. The following is an overall description of what occurred during the spring 2014 student teaching semester and how the semester functioned.

This study utilized students from the College of Education at a large urban university located close to downtown. Similar to the City, the University also consists of a diverse population. As part of the teacher preparation program at the University, student teachers are placed in schools around the city to complete their teaching requirements.

About 10 student teachers are assigned to a University Supervisor (US). Each of the student teachers are assigned to a different Cooperating Teacher (CT), with which they will work with for the entire semester.

The University (2013) follows the student teaching philosophy of the Co-Teach Model in which a collaborative relationship between the student teacher and the school community is encouraged. Throughout the semester, the CT models good teaching and best practices and provides positive examples for the student teacher. When the CT and the student teacher agree that the student teacher should independently lead the class, the CT will observe, give advice, and actively engage in the student teacher's instruction and learning. Generally in February, the student teacher starts teaching formal lessons.

The University (2013) encourages the CT to try different classroom collaborative strategies, emphasizing the importance of working with the student teacher in planning, organization, delivery, and assessment. Although there is not a hard fast rule as to when the student teacher receives more classroom responsibility, generally, as the semester progresses, the student teacher will progressively attain more responsibilities in leading the classroom.

Student teachers are required to complete at least 45 school days of student teaching throughout the semester. They are required to complete at least three formal face-to-face observations that are observed by their US and two video observations. The

video observations are formal lessons that the student teacher will have recorded. The student teacher and US will meet and conference about the video observations.

Research participants. The participants in this study included 10 student teachers. This section will explain the selection process utilized to gather the participants and will provide an overview of the participants.

The student teachers were selected for this study from the second semester student teachers in the Teacher Education program in the College of Education. The student teaching program at the University takes place for the full school year. The participants had already experienced one semester of student teaching and were likely in the same placement as they were during the fall semester. They gradually took more responsibility in the classroom as the semester progressed and progressively continued to take ownership over the classroom teaching and learning.

This study included 10 student teachers from the College of Education at the University. As part of the teacher preparation program at the University, student teachers were placed in schools in the city to complete their teaching requirements. The placement schools and districts volunteered to host the student teachers. Student teachers in their second semester of student teaching were given the opportunity to participate in this study. In exchange for participation, the student teachers were given credit for a required research project.

The participants consisted of five middle school student teachers and five high school student teachers within the fields of mathematics, social studies, and English. Three males and seven females participated. The table below summarizes participant information.

Table 5

Research Participants

Name	Gender	Content Area	School Level
Amy	Female	Mathematics	Middle School
Anthony	Male	Social Studies	High School
Elizabeth	Female	Social Studies	High School
Matthew	Male	Social Studies	High School
Miriam	Female	English	High School
Natalie	Female	Mathematics	Middle School
Pamela	Female	Mathematics	Middle School
Richard	Female	Social Studies	High School
Sean	Male	Mathematics	Middle School
Sonia	Female	Mathematics	Middle School

The student teachers chose to participate in this study at a student teacher meeting in February. This meeting was part of a required training for student teaching. At this meeting, the researcher introduced the PCLA and asked for volunteers. Student teachers were given instructions for their participation. Ten teachers chose to participate. This is an appropriate amount of student teachers for this qualitative study as it is a manageable amount of data to work with, yet it is a large enough sample that a variety of perspectives are researched.

The Research Timeline

In carrying out the research design, several specific procedures were used. The steps and timeline will first be described. Following the timeline, a more detailed description of the collection instruments and analysis will be described. The table below provides an overview of the research timeline.

Table 6

The Research Timeline

Step	Description	Date
1	IRB was submitted.	February 7, 2014
2	Potential participants attended a student teaching meeting. At this meeting, a session on PCLA was provided.	February 21, 2014
3	After this meeting, online support was provided to help in the development of the PCLA.	February - March 2014
4	The student teachers developed their individual PCLA.	February - March 2014
5	The student teachers completed their first PCLA (PCLA I).	March 2014
6	The student teachers were interviewed.	March 2014
7	The student teachers completed the second PCLA (PCLA II).	April 2014
8	The student teachers were interviewed.	April - May 2014

Step 1. IRB was submitted. The IRB was submitted for the February IRB meeting.

Step 2. The researcher gathered the participants, participants decided to participate, and information about the semester was discussed. The researcher attended a student teaching meeting. At the meeting, the research goals and process were explained. The PCLA process, the participant expectations, and the timeline were described in detail. At this time, participants decided whether or not to participate in the research.

Step 3. Online support was provided to help in the development of the PCLA. Developing the PCLA is a process. The researcher was available online or otherwise to provide assistance in the development of the PCLA.

Step 4. The student teachers developed their PCLA. As discussed in the instrumentation section, each student teacher created his or her own PCLA instrument

with their 8-10 Descriptors of their choice. They were trained at the initial meeting and the researcher and the student teacher communicated online in order to help with the development of the PCLA. Student teachers submitted their PCLA via email for feedback from the researcher.

Step. 5. The student teachers completed their first PCLA (PCLA I). With their completed PCLA instrument, the student teachers taught and audio recorded their first lesson. The student teachers and their students anonymously completed the PCLA. Using the PCLA data chart, the scores and comments were recorded. The student teachers also completed a written *PCLA reflection* used to summarize their data and to formulate their next steps for improvement.

Step 6. The student teachers were interviewed. The interview provided information about their PCLA I process and their plans for any modifications. The interviews were audio recorded and transcribed.

Step 7. The student teachers completed PCLA II. Using the plan of improvement derived from step six, the student teachers completed another audio-recorded lesson with student evaluations and a self-evaluation. Another *PCLA reflection* was completed including a compare and contrast section of PCLA I and PCLA II.

Step 8. The Student Teachers were interviewed. After PCLA I and II were completed, the researcher conducted a second round of interviews focusing on codes and topic domains derived from PCLA reflections, results, and first round of interviews.

Data Collection

Instruments used in data collection. Several instruments and recording processes were used in the data collection. Each of these instruments will be discussed.

Person-Centered Learning Assessment (PCLA). The PCLA, as described in previous chapters, is a formative assessment, used by educators to self-assess classroom teaching and learning. The PCLA is an individualized measure developed by the specific educator that is going to use it. Each educator's PCLA is created to meet the needs of the educator and the classroom. The process of using the PCLA is given, followed by a graphic description of the process as seen in Figure 1.

Creating the PCLA. The PCLA process used in the student teaching study followed the protocol established by Freiberg (2001-2013). As discussed in Chapter 1, the PCLA consists of the *Learning Framework*. The Learning Framework consists of 37 *Descriptors* from affective and cognitive teaching methods, which are areas of classroom learning that can be observed. The student teachers each chose 8-10 Descriptors from the 37 available options to focus on for areas of teaching they wanted to self-assess. This was done in consultation with their with their CT, US, or researcher if needed. This brings the focus down to a manageable amount. In order to form a more balanced assessment, the student teacher chose at least one Descriptor from each of the following categories: *Educator, Learner, Resources, and Curriculum* categories. Using their selected Descriptors, the student teacher wrote *Observable Indicators* for each. The Observable Indicators describe what an observer would see in a classroom to determine if the Learning Frameworks are operational and qualify what each Descriptor actually looks like in the classroom. The Descriptors and Observable Indicators were coded on a continuum from "not effective" to "effective" ranging from one to four on a Likert Scale. The scale of one to four has been chosen because there is no middle. The rater is forced to choose a side of the scale, leaning towards not effective or effective. Then, the student

teachers added a comments section to each of the Observable Indicators. The comments section provided each student with the ability to provide a rationale for their chosen score. With the chosen Descriptors, completed Observable Indicators, Likert scale, and comments section, the PCLA was ready for distribution. An example of the PCLA is provided below. The numbers listed correspond with the numbers given on the Learning Framework.

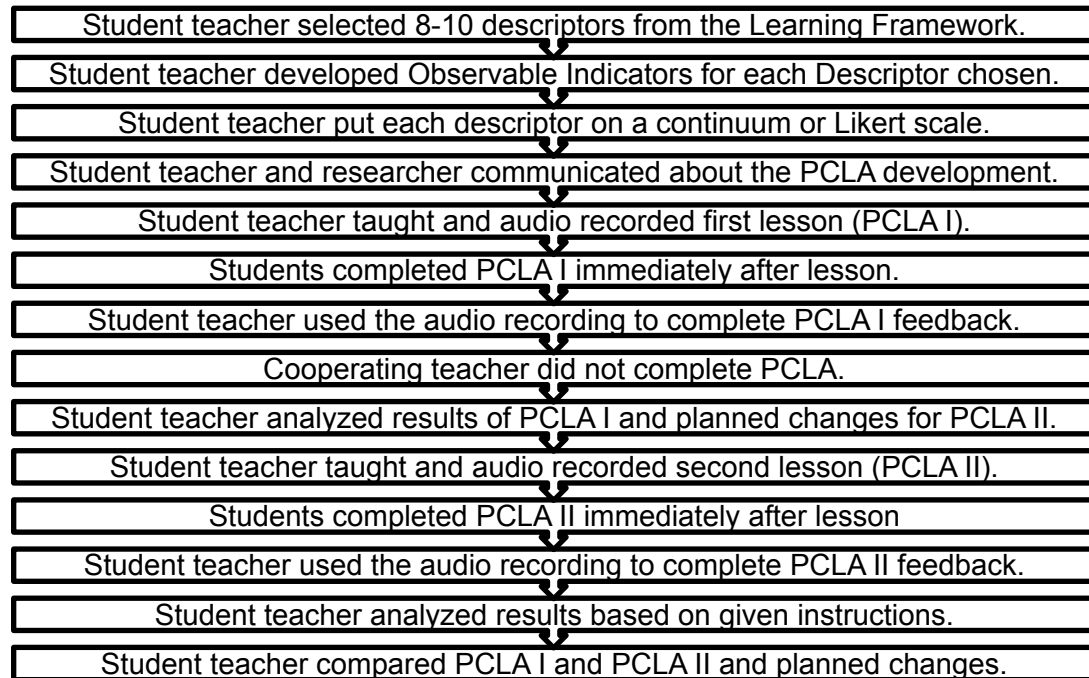


Figure 1. Pre-Service Teachers: Creating the PCLA.

Sample Person-Centered Learning Assessment I

The Educator

1. The educator interacts with individuals and small groups of learners most of the time.
 - The teacher walks around the classroom and stops to talk to students.

1	2	3	4
Not effective			Effective

Comments:

2. The Educator sends positive “you matter” verbal and non-verbal messages to individuals.
 - The educator talks to students in an encouraging tone.
 - The teacher nods in agreement and encouragement with students.

1	2	3	4
Not effective			Effective

Comments:

3. The educator makes effective use of questioning techniques to check individual’s progress and understanding of materials.
 - The educator frequently asks questions relevant to the lesson that require students to display understanding and knowledge of content. Specifically, asking questions that require students to display recall of information as well as synthesis and analysis, if applicable.

1	2	3	4
Not effective			Effective

Comments:

12. The Educator treats the students as an individual with unique abilities, needs, drives and interests.

- The educator differentiates instruction, allowing for student choice and accepts a variety of final products.

1	2	3	4
Not effective			Effective

Comments:

The Learner

19. The student is an active learner.

- The student participates in learning at least 40% of the time and does not simply sit and listen to the teacher for the entirety of the class.

1	2	3	4
Not effective			Effective

Comments:

20. The student demonstrates involvement with her or his learning materials.

- The learner applies what is learned from the lesson to the learning materials.

1	2	3	4
Not effective			Effective

Comments:

23. The learner is considerate of others.

- The learner speaks with kind words and actions to the teacher and other students.

1	2	3	4
Not effective			Effective

Comments:

The Resources

25. The materials pertaining to any one subject are available on several levels of learning.

- The instructional materials contain questions and/or problems for basic skills as well as advanced levels of the content being covered.

1	2	3	4
Not effective			Effective

Comments:

26. The materials are directed towards various ways of learning, i.e. auditory, visual, tactile, and kinesthetic.

- The instructional materials include a variety of types of assessment, including a written, a visual, and/or a hands-on tactile manipulative portion.

1	2	3	4
Not effective			Effective

Comments:

The Curriculum

30. Learning for enjoyment and enrichment is emphasized.

- The materials are interesting and facilitate enthusiasm in the class.

1	2	3	4
Not effective			Effective

Comments:

Using the finalized PCLA, the student teacher presented a lesson, audio recorded that lesson, and distributed the PCLA measure to students in the classroom. The students completed the PCLA assessing the teacher's lesson immediately following the lesson. Before the student teacher looked at the results, the student teacher listened to the audio recording of the lesson and completed the PCLA. CTs and USs did not complete the PCLA measure. The completed PCLA surveys now served as a data source for student teacher self-reflection. This process was completed twice: PCLA I and PCLA II.

PCLA Reflection. Throughout the PCLA process, the student teacher reflected on the data by completing a Reflection after PCLA I and PCLA II

Based on Freiberg's (2001-2013) PCLA analysis instructions, each student teacher wrote two reflections on the use of the PCLA in their classroom. The first reflection includes the following information:

- 1) The PCLA data chart from the first audio-recorded lesson, as seen in Figure 7,
- 2) A discussion of the data received from the first lesson of PCLA surveys, including the student evaluations and the self-evaluation, and
- 3) A plan for instructional and classroom improvement.

The second and final formal PCLA reflection included the following information:

- 1) The PCLA data chart from the second audio recorded lesson, as seen in Figure 7 and
- 2) A discussion of the data received from the second lesson PCLA surveys.
- 3) A compare and contrast discussion of the first PCLA with the second PCLA.
- 4) A plan for instructional and classroom improvement.

As will be discussed in the analysis section, the researcher used the data to create codes, themes, and topic domains.

Using the completed evaluations, the student teacher organized the information using the chart shown in Table 7 and added it to their reflections. The chart provided student teachers with an avenue to display PCLA results in one area. In a cohesive manner, the chart shows where the majority of scores lie. The student teachers put the number of each score they received. The student teachers also put an “S” where they have rated themselves. In the comments section, they listed all of the received comments of each Descriptor. A partial example of a completed chart is given in Table 8.

Table 8

PCLA Data Chart Example

Student Feedback written in black

S = Self Rating; completed by educator.

Question # (This number corresponds to the number given on the Learning Framework)	Descriptor	Observable Indicator	1	2	3	4	Comments
1	The educator interacts with individuals and small groups of learners.	The teacher walks around the classroom and stops to talk to students.		2	5 S 8	2	<p>She is always helpful when you are in need.</p> <p>If someone had a question she went right to them and talked to them about their question.</p> <p>Good job!</p> <p>She always helps us and walks around to check if we're doing things right.</p> <p>Interacts with us a lot.</p> <p>I like when you sit on the stool in the middle of the class.</p> <p>She walks around and helps out students when needed.</p>

Interview Protocol. Interviews were conducted twice throughout the semester. The first round of interviews occurred with each of the student teachers after they completed the PCLA I process. The next round of interviews took place with each of the student teachers after they completed their PCLA II. Each of those interviews followed Carspecken's (1996) Interview Protocol. The process is shown graphically in Figure 2.

Carspecken's (1996) process for interviewing was followed starting with the *Interview Protocol*. The Interview Protocol, an interview plan, is used to guide the interview and to foster meaningful conversation. It includes the following three parts:

- 1) *Topic Domains*—These are themes created from data received. In this study, topic domains were created from the first round of PCLA reflections. Based on the topic domains created, the researcher created a start-off question. The purpose of a start-off question is to guide the participant into a conversation about the specific topic domain.
- 2) *Covert Categories*—These are categories that were created as a result of analysis. The researcher hoped to discuss these themes with the participant, but did not want to explicitly lead the participant into.
- 3) *Follow up Questions*—These were created in anticipation of possible directions the conversation could go. This prepared the researcher to further the conversation when participant answers were not sufficient (Carspecken, 1996).

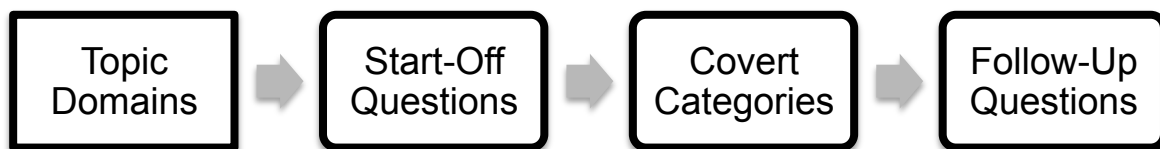


Figure 2. Interview Protocol Process.

By following the interview protocol, the interviews provided intentional and meaningful information to aid in the exploration of PCLA use. The interview protocol used for Interview I can be found in Appendix C and the interview protocol used for Interview II can be found in Appendix D.

Data Analysis

The data was analyzed using Carpspecken's (1996) model of Critical Ethnography. An overview of Carspecken's qualitative model will be provided, followed by specific descriptions of how it will be used to analyze data and display data.

Overview of Carspecken's Model of Critical Ethnography. Carpspecken (1996) uses his ethnographic research techniques to study social interactions in depth. He focuses on critical pedagogical issues and power relations within social interactions. His qualitative model contains the following five stages:

- 1) *Compiling the primary record through the collection of monological data*—The researcher alone observes interactions and creates a primary record of observations in a field journal and in a thick record.
- 2) *Preliminary reconstructive analysis*—The researcher constructs meaning from the social interaction observed and looks beyond what was explicitly stated in the

communication. The researcher looks at interaction patterns, power relations, roles, and meaning.

- 3) *Dialogical Data Generation*—Step three creates dialogue between the researcher and the participants through interviews and group discussions. The researcher uses observation analysis to guide meaningful interview conversations.
- 4) *Describing System Relations*—In this stage, the researcher looks at the relationship between the studied site and other similar sites.
- 5) *System Relations as explanations of findings*—In the final stage, the researcher explains the findings from stages one through four. This analysis provides an opportunity for the researcher to affect social change.

Specific data analysis used in this study. According to Carspecken's (1996) model for research, data analysis will be ongoing and occur throughout the research process and afterwards. This section will discuss in detail the process used for analyzing this research's data.

Student Teacher PCLA Reflections. The purpose of the PCLA reflections is to provide a general snapshot of the PCLA process from each student teacher. It provided the data from the surveys and gave the student teachers an opportunity to share their comments, concerns, and instructional plans for the future.

Preliminary reconstructive analysis was developed from the reflection. Meanings, coding, and topic domains regarding the use of the PCLA with student teachers were derived from the PCLA reflections for further analysis. Carspecken's (1996) model refers to coding as creating tacit explanations of items in the record and creating possible meanings. These meanings and tacit explanations can be further used to create topic

domains, which are general categories seen throughout the data. Topic domains were used in the interview protocol. The PCLA reflections served as the foundation of the interview protocols. Preliminary Reconstructive Analysis is graphically shown in Figure 3.

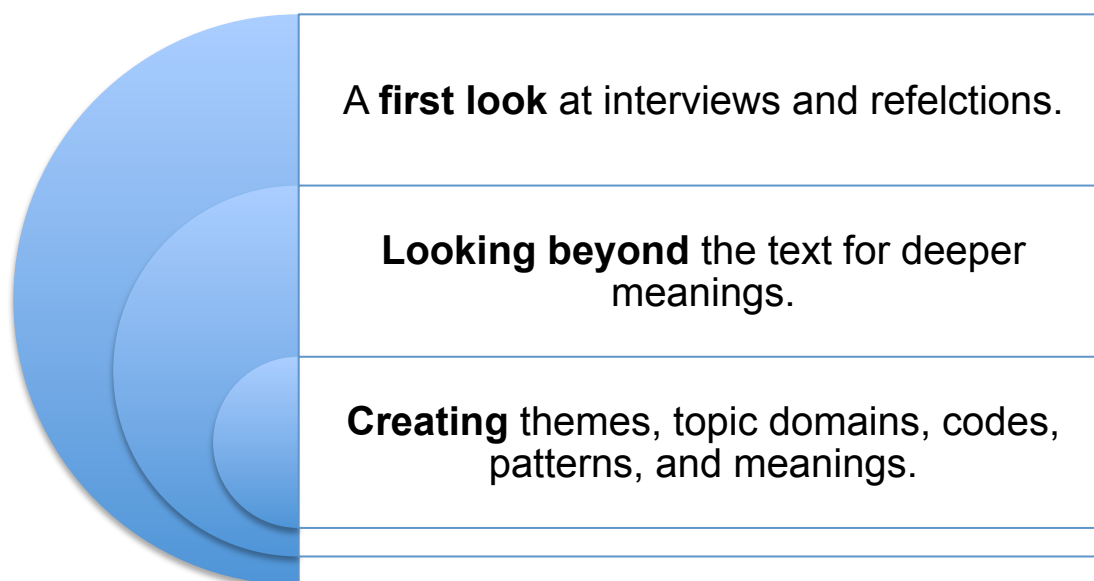


Figure 3. Preliminary Reconstructive Analysis.

Student Teacher Interviews. The following steps were followed in analyzing data from each set of student teacher interviews.

- 1) *Interviews Transcribed*—Each interview was transcribed.
- 2) *Transcriptions read*—The transcriptions were read to discover common themes. Carpsecken's (1996) model of analysis was used to discover greater themes and tacit understandings.
- 3) *Interviews associated with other points of data*—The interviews were looked at in terms of the reflections and previous interviews. This helped solidify consistent themes across different data sources.

A graphical presentation of the data analysis process based on Carspecken's (1996) can be seen in Figure 4 below.

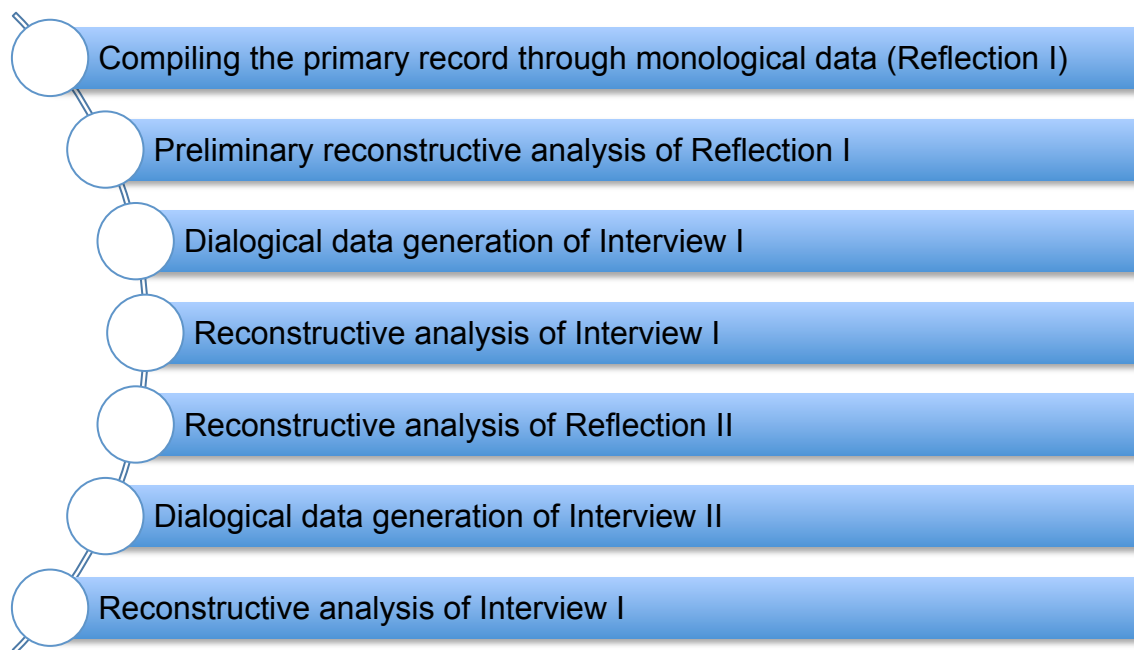


Figure 4. Data Analysis Process.

Summary

Carspecken's (1994) model of ethnographic research was used to explore Freiberg's (2001-2013) self-assessment instrument. Through analysis of interviews, PCLA data, and PCLA reflections, an exploratory study regarding the use of the Person-Centered Learning Assessment was conducted. Results will potentially provide information to enhance student teacher assessment.

Chapter IV

Findings

“I can learn from the students just as much as I can teach them. So, this [PCLA] is a way for me to practice what I preach” (Miriam, personal communication, May 7, 2014).

This chapter provides the findings of this study, which are based on qualitative methodologies following 10 student teachers in their final semester of student teaching at a large urban university. Data were collected in two phases, first from the initial administration of the PCLA (PCLA I) and then from the second administration of the PCLA (PCLA II). Data collection is described in detail in the next section. Data were also collected from two sets of student teacher interviews conducted throughout the PCLA process starting in February 2014 and finishing in May 2014. Each interview lasted between 14 and 35 minutes. The common themes and trends derived from these sources are discussed in this chapter using critical ethnographic methodologies established by Carspecken (1996).

Overview of Data Collection

Before discussing trends and themes from the research’s data, it is first necessary to review the data collection process. This section provides a summary of the process, an explanation of the data sources used, and a description of the research participants.

This exploratory study investigated three research questions regarding 10 student teacher’s experiences with Freiberg’s (2001-2013) Person-Centered Learning Assessment (PCLA). The research questions are included in Table 10. The PCLA, a formative

evaluation, provides educators with a measure to self-assess their teaching in an individualized manner.

The research was based on and the analysis was guided by a number of data sources. Specifically, the data set included each of the following sources:

- *Student feedback* through the PCLA assessment based on two different lessons taught by the student teacher.
- *Audio recordings* of the student teacher's lessons.
- *Student teacher self-feedback* through the PCLA assessment based on the same lessons utilizing audiotapes of those lessons.
- *A written reflection* of the first and second PCLAs completed by the student teacher based on each of the above areas of the data.
- *Interviews* conducted after PCLA I and after PCLA II.

The student teacher used their student feedback, the audio recordings of their lesson and their own student teacher self-assessment on the PCLA instrument after listening to the audio recording to construct their written reflections. Each interview by the researcher lasted an average of 26 minutes, was recorded, and used in the research analysis for this study. Reflections and interviews were coded using Carspecken's (1996) model of ethnographic research. Based on this method of research, coding written reflections and interviews became the foundation for resulting themes, trends, and analysis. The following quotes and corresponding themes as seen in Table 9 are used as examples in order to provide a context for the coding process.

Table 9

Coding Process

Quotes	Corresponding Codes
“I'm gonna be more patient cause I get excited and I just want to move on. So if one or two students don't get the answer, I just say, ‘This is the answer’ and I move on. I want to get more of a discussion about the questions I ask because I think the questions help relate the topics to the students” (Matthew, personal communication, May 7, 2014).	Future Pedagogical Changes, Questioning, student-teacher communication
“I need to work on trying to do those hands on, trying to ask more questions, trying to get around to all the kids as much as possible” (Anthony, personal communication, May 2, 2014).	Future Pedagogical Changes, Questioning, hands-on activities

Codes, or themes, are assigned to individual text or quotes. When a code is seen identified in multiple areas within the data, it becomes a common theme and becomes a topic of interest for the research.

The research will use quotes from both the student teacher written reflections and interviews as examples throughout the analysis. Table 10 summarizes each of these data sources, organized by research question.

Table 10

Research Data Grid

Research Questions	Variable Indicators	Data Source	Participants
Does using the PCLA modify the student teacher's self-assessment from the first to the second lesson?	PCLA self-assessment using the Descriptors chosen by the student teacher	PCLA: Student Feedback, Audio Recording for Student Teacher Feedback, Student Teacher Reflections Interviews: Student Teachers	University students in their second semester of student teaching.
Why do the student teachers choose their particular indicators as part of the PCLA?	PCLA self-assessment using the Descriptors chosen by the student teacher.	PCLA: Student Feedback, Audio Recording for Student Teacher Feedback, Student Teacher Reflections Interviews: Student Teachers	University students in their second semester of student teaching.
Does student feedback of the student teacher's lessons on the PCLA change from lesson one to lesson two?	PCLA self-assessment using the Descriptors chosen by the student teacher	PCLA: Student Feedback, Audio Recording for Student Teacher Feedback, Student Teacher Reflections Interviews: Student Teachers	University students in their second semester of student teaching.

Note: Format developed by H. Jerome Freiberg 1993

Participants

Ten student teachers in their second semester of student teaching at an urban university participated in this research from beginning to end. Half of the student teachers taught high school and half taught middle school. The content areas for the 10 student teachers ranged from mathematics, social studies, and English classes. Table 11 below describes the 10 participants using pseudonym names.

Table 11

Participants

Name	Gender	Content Area	School Level
Amy	Female	Mathematics	Middle School
Anthony	Male	Social Studies	High School
Elizabeth	Female	Social Studies	High School
Matthew	Male	Social Studies	High School
Miriam	Female	English	High School
Natalie	Female	Mathematics	Middle School
Pamela	Female	Mathematics	Middle School
Richard	Female	Social Studies	High School
Sean	Male	Mathematics	Middle School
Sonia	Female	Mathematics	Middle School

This following provides the findings and analysis. With this overview in mind, the paper will now turn to the study's findings and analysis organized by the three research questions.

Question One: Does using the PCLA modify the student teacher's self-assessment from the first to the second lesson?

Research question one explores if the participants actually made modifications or changes to their teaching as a result of using the PCLA. Through their students' feedback, student teacher self-reflection, written reflections, and interviews, the participants highlighted a number of areas of potential growth and change. Eight student teachers discussed areas of modifications made from PCLA I to PCLA II. All student teachers discussed areas of modifications they planned to make beyond the student teacher experience.

The discussion below examines these areas of modifications focusing on the following three themes observed throughout the research process: *future pedagogical*

changes, pedagogical improvements from PCLA I to PCLA II, and student teacher needs regarding the PCLA. Each of the sub-sections will first present the research data and then provide the analysis.

Pedagogical changes. The most prevalent theme, revealed through an overwhelming amount of discourse in the reflections and the interviews, was that the participants planned to make changes to their teaching methodologies.

Data. The student teachers indicated they utilized student feedback from the two PCLA instruments, audio recordings, and self-assessment, in describing their pedagogical changes. They discussed these changes in both their student teacher reflections and during the researcher interviews, summarized in Table 12 below. In the table, each overall pedagogical theme is italicized, followed by a more detailed explanation. The source of each theme is identified within Table 12. Listed are the three most common pedagogical areas of change: *engagement, levels and types of questioning, and teacher-to-student communication.*

Table 12

Pedagogical Changes

Student Teacher	Pedagogical Changes (Source of Data)
Anthony	<ul style="list-style-type: none"> - <i>Engagement</i> - More tactile/kinesthetic/hands-on activities (Interview I, Reflection II, Interview II) - <i>Questioning</i> - Specifically scaffolding questions and using a variety of types of questions used to bring students to a deeper level of understanding (Reflection II, Interview II) - <i>Student note taking</i> - Improvement in student note taking strategies in order to improve student engagement in lesson (Reflection II) - <i>Circulating the classroom</i> - Walking around and helping students (Interview II)
Miriam	<ul style="list-style-type: none"> - <i>Student Interests</i> - Including student interests more in learning process (Reflection I) - <i>Engagement</i> - More student engagement in lessons (Reflection I) - <i>Questioning</i> - More in depth questioning (Reflection I, Reflection II) - <i>Relationships</i> – Being able to be vulnerable and apologize to students when necessary; Relating to students with confidence, be honest with students (Interview I) - <i>Differentiation</i> – trying to figure out how to tailor the lesson to all students (Interview II) -
Amy	<ul style="list-style-type: none"> - <i>Engagement</i> - Making lessons interesting and fun (Reflection I) - <i>Engagement</i> - Longer student engagement (Reflection I) - <i>Differentiation</i> - Using student needs in class material (Reflection I) - <i>Engagement</i> - More hands-on activities (Reflection I) - <i>Engagement</i> - Making learning exciting (Interview I) - <i>Making learning relevant</i> – relating math to the lives of the students (Interview I) - <i>Engagement</i> - Making learning more enjoyable (Interview I) - <i>Communication</i> - Improving teacher to student communication within lesson delivery (Interview I)
Richard	<ul style="list-style-type: none"> - <i>Communication</i> - Teacher to student communication, specifically to gauge student understanding (Reflection I, Interview II) - <i>Lesson resources</i> - More resources using higher tiers of Blooms Taxonomy (Reflection I) - <i>Lesson resources</i> - More outside resources (Reflection I) - <i>Classroom management</i> - specifically setting class boundaries

	<p>for classroom discipline (Interview I)</p> <ul style="list-style-type: none"> - <i>Lesson Planning</i> - Improvement in lesson planning (Interview I) - <i>Classroom management</i> - Specifically working on setting class boundaries (Reflection II) - <i>Student Collaboration</i> - Improving in student collaboration (Interview II) - <i>Engagement</i> - Making learning interesting (Interview II)
Sonia	<ul style="list-style-type: none"> - <i>Differentiation</i> - Using more “manipulatives” (Reflection I) - <i>Classroom Management</i> – Improved classroom rules so both students and teacher know what is expected (Interview I) - <i>Technology</i> – Wants to bring in more technology into the class lesson and activities (Interview I)
Pamela	<ul style="list-style-type: none"> - <i>Questioning</i> - Deeper questioning (Interview II) - <i>Circulating the Classroom</i> – Walking around after lecture to check for understanding (Interview II) - <i>Differentiation</i> – Wants to incorporate more differentiation into class lessons and activities (Interview II) - <i>Building relationships</i> – Wants to be a mentor to students and building the teacher-to-student relationship, while still maintaining boundaries (Interview II)
Sean	<ul style="list-style-type: none"> - <i>Time management</i> - regarding teacher to student interaction (Reflection I) - <i>Lesson Relevancy</i> - Making lessons more relevant to students (e.g. their interests) (Reflection I, Reflection II) - <i>Lesson Delivery</i> - Vary lesson delivery (ex: use more than PowerPoint and document camera) (Reflection I) - <i>Engagement</i> – Use more hands-on activities (Reflection I, Interview I) - <i>Engagement</i> - More student engagement in lesson activities (Reflection I) - <i>Questioning</i> – Work on using “Wait time,” which refers to providing students with time to answer teacher’s questions. (Interview I) - <i>Student involvement</i> - More student involvement in lesson and in learning (e.g. videos and role playing) (Interview I)
Matthew	<ul style="list-style-type: none"> - <i>Communication</i> - Better communication with class instructions (Reflection I) - <i>Lesson Delivery</i> – Slowing down when presenting the lesson (Reflection I) - <i>Engagement</i> - More entertainment in class lessons (Reflection I) - <i>Engagement</i> - Visual engagement within lesson resources (Reflection I, Reflection II) - <i>Student Interest</i> - Increase interest in content area (Reflection I, Interview I) - <i>Questioning</i> - Improved questioning techniques to improve student understanding on a deeper level (Interview I, Reflection

	II) - <i>Lesson Relevancy</i> – Make content relevant to student’s lives (Interview I) - <i>Classroom Management</i> - Improved classroom management, specifically keeping students on-task. - <i>Teaching Strategies</i> - More variety in teaching strategies (Reflection II) - <i>Questioning</i> - Increasing “wait time” after asking questions to students (Reflection II) - <i>Listening skills</i> - Improving listening skills as the teacher (Reflection II) - <i>“Withitness”</i> - Being in control of the whole classroom by paying attention to all aspects, including what students are doing (Reflection II) - <i>Questioning</i> - Improving questioning to lead to greater understanding and deeper conversation (Interview II)
Natalie	- <i>Communication</i> - Slowing down communication during lesson (Reflection I) - <i>Circulating the room</i> – Walking around the room and providing individual help to all students in need of help (Reflection I)
Elizabeth	- <i>Engagement</i> – Increasing hands-on activities (Reflection I, Reflection II) - <i>Lesson delivery</i> – Improving lesson delivery by changing presentation style to match student wants and by continuing to provide information throughout PowerPoint lesson (Reflection I) - <i>Student self-assessment</i> - Providing more opportunities for student self-assessment (Reflection I, Reflection II) - <i>Lesson Planning</i> - Improvement in lesson planning ahead of time (Reflection II) - <i>Classroom Management</i> - Improvement in classroom policies to create more positive environment (Reflection II)

Analysis. Engagement, questioning, and communication surfaced as three of the most common teaching strategy modifications during PCLA I and II. Although the 10 student teachers identified pedagogical areas for future modifications, seven teachers discussed the need to improve engagement; five discussed questioning, and five discussed communication as areas of needed modifications.

Engagement. Using student teacher self-reflections from PCLAs I and II and student teacher interviews, the data indicates that seven student teachers, discussed a

perceived need for teacher growth in the area of student engagement. Student teachers cited engagement more frequently than any other teaching strategy. Four of the participants specifically stated that they wanted to incorporate more hands-on activities. Elizabeth indicated she learned from student comments that they wanted more hands-on activities due to their specific learning styles. She explained: “I found this to be extremely interesting especially the fact that some recognized their learning styles and implied that is the main reason they would prefer certain activities” (Elizabeth, Reflection I, 7-10). Elizabeth indicates she values student input, but it also shows her new understanding of her students’ comments. She discussed that she wanted to see their requests of more hands-on activities in the future. Similarly, Sean realized the impact that hands-on work has compared with paper-based work he gave his students. He said: “I need to give them more of hands on work with real objects instead of paper cut out[s]” (Sean, Reflection I, 106-107). Other student teachers wanted to learn more strategies to improve engagement, such as note taking strategies or strategies to keep students focused longer. Others were simply looking for strategies to make learning more exciting and as a result, keep students engaged.

Participants described their need for engagement using words such as, “fun,” “interesting,” “exciting,” and “enjoyable.” The student feedback served as a catalyst for the student teacher’s direction toward more classroom engagement.

Questioning. Half of the student teachers discussed their desire to incorporate better questioning techniques. This theme, associated with Descriptor number two on the PCLA document, continued to surface in reflections and interviews with student teachers. Student teachers used their student data and their audio recording to reach this

conclusion. They wanted deeper questioning, a higher level of Bloom's Taxonomy, and simply better questioning techniques all around. Miriam explained that she wants, "to ask more questions that push [the students] to think more deeply about [the] topic at hand" (Miriam, Reflection I, 97-98). Sean wanted to focus on the questioning skill of *wait time*. In short, as a result of using the PCLA, five student teachers have decided to modify their teaching strategies with better questioning techniques.

Communication. Half of the participants discussed a need for improved communication in teaching. Some referred to student-teacher communication, while others referred to a needed improvement in lesson delivery.

For example, Amy referred to her need of improved student-teacher communication by "talking to students in a more encouraging tone" (Amy, Reflection I, 131-132). Based on some inappropriate student comments, Richard also wants to improve his student-teacher communication. He said, "I need to pay greater attention to how I allow students to communicate with me to ensure no students get any wrong ideas about how they can approach me or any other teachers" (Richard, Reflection I, 18-21).

With respect to lesson delivery, Natalie said she wants to slow down in her communication (Natalie, Reflection I, 50-52), while Amy wants her message to be more effective. Amy says, "It's like, ok, well, I thought I gave this awesome speech, but you obviously, you know, didn't see it that way. You saw blah blah blah blah blah and now we have to reteach this. Maybe now can I make those blah blah blahs turn into words where you're gonna want to hear it. And maybe you might want to hear it again" (Amy, personal communication, March 28, 2014). Both Natalie and Amy are examples of

student teachers that used their PCLA student feedback to guide future teaching changes in an effort to ensure greater student understanding.

In summary, the student teachers indicated the PCLA process gave them an opportunity to receive student feedback and self-assess their own classroom and learning. Throughout this process, student teachers self-discovered and identified their need for specific modifications to their classroom teaching methods. As a result of these plans for modifications, many student teachers made improvements from these modifications in their PCLA II and plan to do so in their future lessons.

Pedagogical improvements from PCLA I to PCLA II.

“I made some changes [on] the next lesson according to their comments. I'm trying to adjust to the new lesson and I want see the results to see what they say after this new lesson [was] taught” (Sean, personal communication, April 25, 2014).

Data. Eight of the 10 student teachers discussed specific improvements made as a result of modifications in teaching strategies between PCLA I to PLCA II self-assessment. Using data from both reflections and interviews, Table 13 provides an overview of changes derived from student teacher interviews and their PCLA analyses.

Table 13

Modifications and Improvements

Student Teacher	Modifications and Improvements made from PCLA I to PCLA II
Anthony	<ul style="list-style-type: none"> - Improvement on making the student an active learner (Reflection II) - Started using script of questions to improve student questioning by pre-writing a list of questions that might be asked during class as preparation (Interview II) - More class projects; including hands-on activities such as e.g. Storyboard and Trading Cards (Interview II)
Miriam	<ul style="list-style-type: none"> - Discovered ways to incorporate technology (Interview II) - Improvement in her response to student writing and counseling during the class. (Interview II)
Amy	<ul style="list-style-type: none"> - (Believed that PCLA was a repeat of PCLA II) (Reflection II, Interview II)
Richard	<ul style="list-style-type: none"> - Improved communication (Reflection II) - Improvement in classroom management; students are better behaved (Reflection)
Sonia	<ul style="list-style-type: none"> - Had students helping other students when they finished their work early; the students were excited and it decreased behavior issues. (Interview II) - Has changed the way she communicates with students; is trying to be less sarcastic and work on listening (Interview II)
Pamela	<ul style="list-style-type: none"> - Improvement in circulating the classroom (Interview II) - Improved relationships with students, more students open up with her.
Sean	<ul style="list-style-type: none"> - Provided a more engaging lesson on PCLA II by avoiding paperwork, slide shows, and the document camera (Reflection II) - Improvement on engagement and classroom discussion (Reflection II)
Matthew	<ul style="list-style-type: none"> - Improvement in asking quality questions to students, facilitating deeper thinking about material and the implications the content has on people (Reflection II) - Improvement in questioning and wait time; he has improved on waiting for quality student answers (Interview II) - Used YouTube videos for increasing student engagement (Interview II)
Natalie	<ul style="list-style-type: none"> - (No improvements explicitly stated in data.)
Elizabeth	<ul style="list-style-type: none"> - Improvement in classroom management – she has started to lead the class with more authority based on student honesty about their behavior. (Interview II).

Analysis. Eight out of the 10 of the participants discussed their improvements as a result of modifications in PCLA II reflections and interviews. However, one student teacher, Amy, said in her interview that PCLA II did not provide her with any new information. She felt that PCLA II was simply a repeat of PCLA I. Overall, with the eight student teachers who discussed improvements, the two areas of teaching most discussed were 1) communication and 2) classroom management.

Communication. The theme of communication was identified as an area of modification for student teachers. Five student teachers discussed communication as an area of change from PCLA I to PCLA II ranging from communication regarding questioning to the overall delivery of student-to-teacher communication. The PCLA provided student teachers with student feedback, a rare form of communication, meeting a need student teachers identified for improved classroom communication.

In addition, the audio recordings that the student teachers listened to of each PCLA lesson, gave the student teachers a unique perspective of their communication in the classroom. Sonia said that as a result of the audio recording, “ I caught myself noticing what I was saying...” (Sonia, personal communication, March 28, 2014). As a result, student teachers introspectively looked at their communication in the classroom. Some student teachers, such as Sonia explained in an interview, wanted to facilitate more positive communication, as opposed to the sarcastic communication she previously used. Pamela was able to work on student-teacher relationships through more student discussion. Communication continued to be a common theme through out the research

and the PCLA provided an opportunity to truly self-reflect on teacher-student communication.

Classroom management. Based on their reflections and interviews, student teachers expressed a change in their approach to classroom management. This was the second most frequent area of modifications made in the PCLA II lesson. As a common theme in teacher education, classroom management continued to be an area participants wanted to improve. Elizabeth explains in Interview II her improvement in classroom management meant becoming, “firmer” (personal communication, April 28, 2014) in leading the class. Others improved their classroom management by decreasing off-task behavior. Sonia encouraged students that finished classwork early to help other students with their work. This system of peer tutoring stopped a lot of off-task behavior issues. Classroom management is a frequent concern for beginning teachers throughout education and in this study three student teachers specifically stated classroom management modifications made in the PCLA II lesson.

Amy expressed a need for changing the PCLA instrument in the future because she indicated that distributing the same instrument twice did not provide her with new information. It is interesting to note, that on PCLA I, Amy had eight student comments and on PCLA II, Amy had 28 student comments. Each PCLA contained one negative comment. With the amount of additional comments, it seems unusual that Amy did not learn new information. This could have been due to a failed lesson or to her perception that the students were bored and not wanting to participate. Amy had one student that did not fill out PCLA II and this may have also contributed to her view towards PCLA II.

The eight student teachers implemented changes in their teaching and experienced positive results during the PCLA II lesson. The PCLA process seemed to provide student teachers with a structured system of receiving data to inform lesson planning. The 10 student teachers took advantage of this process with eight of the 10 student teachers taking extensive advantage and two taking less advantage. The eight implemented changes in their stated effort to improve their teaching and to learn from their experiences.

Student teacher needs regarding PCLA. Each student teacher strived to gain as much information from their students as possible, which is evident in the 10 student teachers in PCLA I and in eight student teachers in PCLA II. The student teachers valued student input and strived to maximize this input. As a result, all student teachers discussed their perceived needs regarding the PCLA. These modifications focused on three areas: *student comments, instructions, and the PCLA document*. The following examines these three areas by first providing the data applicable to all three followed by a separate analysis of each area.

Data. A selection of quotes reflecting the three areas taken from data reflections and interviews is described in Table 14 to provide examples of common themes seen throughout the data. The data examples are taken from PCLA I Reflections and PCLA I Interviews because student teachers primarily focused on these aspects during the PCLA I process. During the PCLA II reflections student teachers discussed their attempt to remedy the issues and generally redirected their focus to building on information acquired during PCLA I.

Table 14

Teacher Needs

Area of teacher needs	Data	Source
Student Comments	“Only one person made comments, ya know, which was annoying, but I don’t think I pushed that. I was a little wimpy when it came to comments and I didn’t realize until after I read how...I don’t know why... but how vital it was going to be to have comments. Now I know.”	(Miriam, personal communication, March 26, 2014).
	“I didn't say anything about the comments when I handed it out the first time, but yes, the next time, I'm gonna say, ya know, if you gave me a grade, tell me why you gave me that grade. What I did that made you think this way or what I didn't do that made you think this way”	(Matthew, personal communication, March 28, 2014).
	“I'd want to emphasize the comment section because the numbers only tell you so much”	(Anthony, personal communication, April 3, 2014).
Instructions	“I was frustrated. I know I mentioned that in my reflection. I was just frustrated with, which seems to be a theme, with my inability to communicate what I needed from them. So, the results were a little confusing for me and I definitely am going to work how to figure out to fix that for the second one, but I was encouraged that they did it”	(Miriam, personal communication, March 26, 2014).
	“I think I need to be clearer when giving out instructions”	(Miriam, Reflection I, 101).
	“Based off the few comments I received on this indicator I am not sure if the students understood the question. The indicator was asking if they as a student was an active learner. However, I got a comment saying ‘He is really active.....’	(Anthony, Reflection I, 46-50).

	Meaning that the students may have thought that the question wanted to see how much I was involved in the classroom.”	
	“Yeah, I'm gonna tell them this is just..ya know, be honest, this is just for me. This is so I can become better, so... I mean, I have tough skin, I can take whatever you can throw at me”	(Matthew, personal communication, March 28, 2014).
PCLA Document		
	“I think if I have to probably do another one, I'd try to do a little bit more about the teaching portion”	(Amy, personal communication, March 28, 2014).
	“I'm probably doing to add some changes because I know the answer of most of this that I do. Maybe I want to add something [different].”	(Pamela, personal communication, March 19, 2014).

Analysis. Throughout the reflections and interviews, many student teachers expressed their perceived need to modify how they administer the PCLA. As an exploratory study these areas of student teacher needs are important for further research and improvement in future distribution of the PCLA.

Student comments. Throughout the PCLA I and PCLA II process, student teachers discussed a perceived need for student comments in both reflections and interviews. This arose as a result of the need and perhaps expectations for greater numbers and quality of written student comments for PCLA I and II. Five student teachers explained that they made an intentional effort to discuss comments during the instructions before distributing PCLA II. Only two student teachers discussed during interviews an improvement in quality or quantity of student comments during PCLA II. Miriam, Richard, Sonia, Elizabeth, and Natalie discussed a continued need for more comments. As is seen in the data, student comments proved to be a very important area of information for student

teachers. However, many student teachers did not know how important this aspect of student feedback would be until after PCLA I.

During PCLA I, student comments ranged from one comment to 57 comments with an average of 19.8 comments per student teacher and a median score of 12. During PCLA II, data did not show a significant improvement in the quantity of comments. Comments ranged from zero to 48 with an average of 18.1 comments per student teacher and a median score of 10. Students ranged from seventh grade to twelfth grade, which made them generally capable of expressing themselves in written words.

In light of this information, it is apparent that students did provide comments. However, students may not be providing what student teachers consider constructive comments they could later use to improve their teaching. Student comments are a very high priority for the student teachers and they wanted more than – “great job.” They were seeking more constructive criticism from their students. For future administrations, it is helpful to continue to encourage more student comments and perhaps teach the students how to provide that kind of feedback in an effort to facilitate a complete understanding of the student perspective.

Instructions. Three student teachers felt that they did not communicate effectively to their students about the PCLA. Their perceived inability to communicate resulted in questioning the reliability of student feedback data. Many student teachers want to communicate the PCLA instructions better in an effort to receive more accurate student feedback. Miriam experienced frustration while analyzing her student data. She questioned her tenth grade students understanding of the instructions. Were they rating her correctly? Were they rating the Descriptor in a general sense? Her confusion led to

her perceived need to modify her instructions for PCLA II. Similarly, Anthony explained some confusion in understanding his ratings. He was unsure if students actually understood what they were rating. Like many student teachers, Anthony decided that for his data to be clear and usable, he needs to ensure that students fully understand the instructions and intentions of the PCLA.

Overall, the need for improved teacher communication for completing the PCLA by the students appeared to decrease after PCLA II, likely due to the fact that students had already tried to accommodate the issues of communication. Many student teachers chose to make changes in how they presented the PCLA in order to alleviate many of the perceived problems from PCLA I.

Matthew explained in his interviews that he told his students that he values honesty and that his students should be honest about how they feel about the classroom teaching and learning. Similarly, Pamela reminded her students to focus on herself as a teacher and to reflect on that throughout the survey.

Changes in PCLA document. Although most of the student teachers discussed a desire for change in their PCLA document, two student teachers, Sonia and Elizabeth changed their PCLA Descriptors or Observable Indicators. Sonia wanted to make Descriptor 12's Observable Indicator clearer to her students and as a result, her rating on this particular Descriptor improved. Elizabeth, concerned about repetition and redundancy, changed two of her eight Descriptors. She wanted to keep students engaged and focused on the PCLA and felt that an exact copy of PCLA I would lower student engagement. In addition, Elizabeth wanted to gear the new Descriptors to teaching

strategies the students would see in this particular PCLA II lesson. She wanted student feedback on aspects of teaching that were not present during the PCLA I lesson.

In summary, it becomes clearer that research question one was achieved by the following:

- All 10 student teachers discussed future teaching modifications.
- Eight out of 10 student teachers made specific changes from PCLA I to PCLA II.
- Seven student teachers discussed changes regarding their needs about the PCLA including student comments, instructions on the PCLA, and the PCLA document.
- Two student teachers modified their PCLA II document to receive more accurate student feedback.

Question Two: Why do the student teachers choose their particular indicators as part of the PCLA?

“I do want to know how they perceive me because I think I do it this way, but how did they perceive me?” (Amy, personal communication, April 29, 2014).

The PCLA (Freiberg, 2001-2013) provides a unique opportunity to create a personalized assessment. Each student teacher had the freedom to design an instrument that would serve their purposes and be appropriate for their class. As a result, each student teacher designed a somewhat different PCLA. Research question two attempts to discover why each student teacher designed their PCLA in their chosen individualized manner.

Before discussing the data and analysis relevant to research question two, it is first necessary to discuss the key terms associated with designing the PCLA. The terms *Descriptor* and *Observable Indicator* will be used in this discussion. The *Descriptor*

refers to a statement that can be observed from the affective and cognitive teaching methods. The Descriptors are found in Freiberg's (2001-2013) Learning Framework and are categorized by the educator, the learner, the resources, or the curriculum. The student teachers chose 8-10 Descriptors and then wrote Observable Indicators for each of them. Observable Indicators, written by the student teacher, describe what an observer of the lesson would see in a classroom and qualifies what each Descriptor actually looks like in the classroom. Table 15 provides examples of student teacher Descriptors and corresponding Observable Indicators.

Table 15

Descriptor and Observable Indicator Examples

Number on Learning Framework	Descriptor [Chosen from Freiberg's (2001-2013) Learning Framework]	Observable Indicator [Written by the student teachers]	Source of Example
1	The educator interacts with individuals and small groups of learners most of the time.	The teacher walks around the classroom and stops to talk to students most of the time.	Amy's PCLA I Data Chart
34	Originality and creativity are encouraged.	The lesson allows you (the student) to be creative and unique.	Elizabeth's PCLA I Data Chart

The following discussion will first present the data relating to student teachers Descriptors and indicators, followed by an analysis of the data.

Data. The student teachers chose their 8-10 Descriptors and wrote their corresponding Observable Indicators with the help of the researcher as needed. Although each student teacher had the freedom to choose the Descriptors that they wanted, a trend can be seen throughout the distribution of Descriptors chosen. Table 16 provides an

overview of how many student teachers chose each Descriptor. The Descriptors are listed by frequency chosen, starting with the high frequency Descriptors. The number in parenthesis represents the new quantity for PCLA II. This change occurred because, as stated previously in question one, Elizabeth replaced one Descriptor in PCLA II.

Table 16

Descriptors Chosen

Descriptor #	Number of student teachers
1	7
26	7
30	7
3	5
2	4
12	4
20	4 (3)
24	4
34	3
32	4
5	3
16	3
19	3 (4)
25	3
27	3
6	2
22	2
23	2
4	1
9	1
11	1
14	1
15	1
18	1
28	1
33	1
7	0
8	0
10	0
13	0
17	0
21	0
29	0
31	0
35	0
36	0
37	0

Note: The number in parenthesis indicates the changed quantity of each Descriptor chosen during PCLA II.

According to the above Table 16, Descriptors 1, 26, and 30 were the most frequently chosen. These three Descriptors describe the following three classroom behaviors: (1) The educator interacts with individuals and small groups of learners (26) The resources pertaining to any one subject are available on several levels of learning; and (30) Learning for enjoyment and enrichment is emphasized. The student teachers mainly selected those Descriptors that are controlled by the classroom teacher. Therefore, student teachers selected Descriptors in which potential student feedback would focus on the “educator” areas.

In an effort to understand why student teachers designed their individualized self-assessment in the way that they did, it is also necessary to look at statements made during Interviews I and II. Table 17 provides an overview of each student teacher’s given reasons for choosing certain Descriptors as part of their PCLA. The data derived from Interviews I and II.

Table 17

Reasons for Choosing Descriptors

Student Teacher	Reasons for choosing Descriptors
Anthony	<ul style="list-style-type: none"> - Wanted student opinions on teacher actions (Interview I) - Thought about what he wanted to know most from students (Interview II) - Wanted to get student perspective on areas that he felt he was doing well, specifically, with Descriptor 1, walking around the classroom (Interview II)
Miriam	<ul style="list-style-type: none"> - Chose by weak areas in order to get student opinions on these areas (Interview I) - Selected by strong areas because she wondered if possibly she's not as good as she thought she was (Interview I) - Wanted a variety of all major topics (Interview II) - Wanted to give the students a voice (Interview II)
Amy	<ul style="list-style-type: none"> - First thought about what she can learn about her teaching (Interview II) - Thought about what she wanted to know from her students (Interview II) - Wanted to know how her students perceived her (Interview II) - Focused on relating to students (Interview II) - Interested in student self-reflection (Interview II) - Wanted an overall perspective of the classroom (Interview I). - Wanted to understand classroom environment (Interview I) - Wanted to understand student perspective of school (Interview I)
Richard	<ul style="list-style-type: none"> - Wanted to include a variety of areas (Interview I) - Tried not to include Descriptors that were too similar to each other (Interview I) - Wanted a well-rounded instrument (Interview II) - Wanted the instrument to reflect his attitude (Interview II) - Wanted the instrument to reflect students ability to learn (Interview II) - Wanted the instrument to reflect student-to-student relationships, like group work and student-to-student communication. He felt this was lacking in the classroom. (Interview II) - Chose Descriptors that would develop the above issues for him in the future (Interview II)
Sonia	<ul style="list-style-type: none"> - Chose by uncertain areas - She wanted to know if she was as strong as she thought in specific areas, like respect (Interview I)

	<ul style="list-style-type: none"> - Wanted student perspective (Interview I) - Selected areas she was unsure about. She wanted to gain some information on where she stood on these uncertain areas. (Interview II) - Looking for how to improve (Interview II) - Overall student perspective for self-improvement
Pamela	<ul style="list-style-type: none"> - Picked based on what she is already doing (Interview I) - Chose on what she thought was important (Interview II) - Picked based on what affects learning (Interview II)
Son	<ul style="list-style-type: none"> - Chose based on student perceptions; he thought about what he wanted to know from the students (Interview II) - He wanted to know how the students felt about the material, about him, and about classroom interactions (Interview II) - Picked on engagement and interest level. (Interview II)
Matthew	<ul style="list-style-type: none"> - Selected based on inadequate areas. He wanted to discover where he had room to grow (Interview I). - Did not include those that he felt he was already doing well (Interview I) - Focused on educator-centered areas (Interview II) - Picked the ones he was struggling with the most (Interview II) - Picked ones he thought would be easiest for students to answer and ones they would know (Interview II) - Picked areas he wasn't sure about from his point of view (Interview II)
Natalie	<ul style="list-style-type: none"> - Focused on what teachers do in the classroom (Interview II) - Chose teacher action related Descriptors because students could easily see that in the classroom (Interview II)
Elizabeth	<ul style="list-style-type: none"> - Picked indicators based on what information she wanted to gain (Interview II) - Wanted to give students a voice (Interview II) - She wanted some that were specific to the lesson, which is why she changed one Descriptor in PCLA II (Interview II). - She felt that she already knew all she needed to know about some, which is also why she changed one Descriptor in PCLA II (Interview II).

Analysis. Generally, the student teacher's reasons for choosing specific

Descriptors can be categorized as either:

- a) *Descriptors chosen for understanding the student perspective* – Giving the students a voice and understanding that voice better.

- b) *Descriptors chosen for understanding the educator perspective* – Understanding what the educator is actually doing in the classroom.

The student teachers had a variety of reasons for choosing Descriptors and all participants chose Descriptors, which fall into either the student perspective or educator perspective categories. Eight out of 10 of the student teachers stated reasons in both the educator and the student perspective categories. These two categories will be discussed and student teacher examples will be provided.

Student Perspective. “I do want to know how they perceive me because I think I do it this way, but how did they perceive me” (Amy, personal communication, April 29, 2014)? Amy described a sentiment that nine out of 10 student teachers experienced. Through the PCLA experience, the need for understanding the student perspective continued to surface. As discussed in the comments section question one, the participants wanted to know more about the student perspective. Many student teachers chose their Descriptors in order to have a more complete understanding of that student perspective.

For example, in Interview II, Richard wanted to specifically investigate student cooperation and communication. “I was interested in seeing how they felt about that, how they felt about their group work and communication with each other because sometimes it seems lacking in the classroom” (personal communication, April 25, 2014). Like many others, Richard experienced a student need in the classroom and chose a Descriptor to help investigate that concern. Similarly, Miriam, Sonia, and Elizabeth wanted their PCLA Descriptors to give students a voice. Anthony wanted the PCLA to provide students with an outlet for sharing their opinions on the class.

Nine out of 10 student teachers designed the PCLA in an effort to provide students with a place to give their opinions and perspectives. In light of this, the student teachers designed their PCLA in such a way that it easily provided students with an opportunity to give their voice and be heard.

Educator Perspective. In addition to a desire to understand the student perspective, nine out of 10 student teachers expressed a need to understand the teacher perspective in their classroom as the reason for choosing certain Descriptors. These student teachers wanted to know more about their teaching, what they could gain from this experience, about their strengths and weaknesses, and ultimately what they needed to know to become a better teacher. The student teachers used the PCLA to facilitate this information between their students and themselves.

Within the educator perspective, the following categories describe how student teachers chose their Descriptors.

- By perceived weak areas,
- By perceived strong areas,
- By current teaching practices,
- Uncertain areas in need of more information, and
- To achieve an overall perspective of teaching.

Two student teachers chose Descriptors based on their perceived weak areas.

Matthew and Miriam wanted to learn more about student input on their areas of growth.

Matthew specifically stated in Interview I that he did not chose areas where he felt strong.

Throughout the research, Matthew repeatedly discussed his weak areas and his lack of

confidence as a teacher. These self-perceptions came through as he discussed why he developed his PCLA.

Two student teachers chose Descriptors based on areas of strength. Miriam chose based on both weak and strong areas. In Interview I, she explains that she wanted to know if students perceived her strong areas in the same way that she did. She wondered if she was she as good as she thought she was in these areas.

Six of the student teachers chose Descriptors based on current teaching practices. For example, Anthony chose Descriptor one in an effort to explore his students' perspective of his current practice of walking around. He explained in Interview II, that although he believed he was doing well in this category, he wanted to gather data on whether his students believed the same.

The student teachers chose Descriptors based on the student perspective and the educator perspective. Both perspectives play a role in the overall classroom experience and each student teacher decided what they felt was important for their classroom and therefore, important in creating their PCLA.

Question Three: Does student feedback of the student teacher's lessons on the PCLA change from lesson one to lesson two?

“So I think that was the best thing to see was that you don't realize that the students will take notice of certain things, but they do realize that you were trying or not trying. So then, it was nice to see that there was a positive growth for some students”

(Anthony, personal communication, April 3, 2014).

Question three attempts to explore whether change in student feedback from PCLA I to PCLA II occurred. This section will first discuss the student teacher

perspective of possible change in student feedback and end with a discussion of the student teacher perception of student feedback.

Student teacher perspective of change in student feedback. To understand change in student feedback, it is necessary to understand the student teachers' perception of change in student feedback. Table 18 displays each student teacher's perception of change in student feedback. These areas of change came directly from statements made by each student teacher in their Reflection II and Interview II. In the table below, when a Descriptor from the PCLA is mentioned, the Descriptor is stated in parenthesis. It is interesting to note that some student teachers spoke of change in student feedback more than others.

Table 18

Changes in Student Feedback

Student Teacher	Changes in student feedback
Anthony	<ul style="list-style-type: none"> - Improvement on Descriptor 19 (The educator demonstrates effective listening skills) – He attributes this change to students possibly having a better understanding of what the meaning of the Observable Indicator (Reflection II). - Positive responses about content area- The students stated that they want to learn more about history (Reflection II). - Continued success in Descriptor 1 (The educator interacts with individuals and small groups of learners) – Anthony discusses repeated success in PCLA II (Reflection II). - No improvement in Descriptor 3 (The educator makes effective use of several questioning techniques to check individuals' progress and understanding of materials)– This was questioning and Anthony had spent a lot of time working on improving this area. (Reflection II) - Small improvement on Descriptor 4 (The educator makes concentrated on the students' demonstrated behavior when making reference to appropriate and inappropriate behaviors)– Although he did receive one 2, which he took seriously to look at for future change, he saw a small improvement on this Descriptor (Reflection II). - Improvement on Descriptor 25 (The resources pertaining to any one subject are available on several levels of learning.)– Because no student gave a two rating, Anthony believed that students seemed to understand that he has been making an intentional effort to provide variety (Reflection II). - Small improvement on Descriptor 30 (The resources are open-ended, allowing for multiple acceptable responses.)– He received no ratings of one, but still had students that rated a 2, therefore he saw this as a small improvement (Reflection II). - Noticed improvement in comments – Anthony felt that students noticed and appreciated his changes. (Interview II).
Amy	<ul style="list-style-type: none"> - Improvement on Descriptor one (The educator interacts with individuals and small groups of learners.)- Amy received more 3's and 4's than PCLA I (Reflection II). - Generally the same on Descriptor 2 (The educator sends positive "you matter" verbal and non-verbal messages to students.)– She received more fours and threes than PCLA I and did not receive ones and twos. She felt that she had continued success on PCLA II (Reflection II, Interview II).

	<ul style="list-style-type: none"> - Improvement on Descriptor 19 (The learner demonstrates involvement with her/his learning resources.)– Amy received more fours than on PCLA I. (Interview II) - (Amy was the one who said she learned no new things)
Elizabeth	<ul style="list-style-type: none"> - Small Improvement on Descriptor 18 (The learner is encouraged to make self-assessments about their needs, interests, and abilities)– Elizabeth felt that she is still struggling on this one, but will continue to work on it. She received threes and fours and therefore experienced small gains. (Reflection II)
Matthew	<ul style="list-style-type: none"> - Generally, scores went down – Matthew believes this is because he encouraged his students to be honest. He received more twos, threes, and fours instead of the threes and fours, he received on PCLA I (Interview II, Reflection II).
Miriam	<ul style="list-style-type: none"> - General Improvement - Overall, Miriam feels that her students see overall improvement. (Reflection II). - General Improvement – Even though she did not receive many student comments, she still felt an overall sense of improvement (Interview II).
Natalie	<ul style="list-style-type: none"> - No Improvement on speaking too fast – Although she thought she had improved on her speaking pace, students continued to comment that she needed to slow down (Reflection II, Interview II).
Pamela	<ul style="list-style-type: none"> - Descriptor three scores decreased (The educator makes effective use of several questioning techniques to check individuals' progress and understanding of materials.)– Pamela received less ratings of four on PCLA II. She believes this is due to her being a beginning teacher and still learning. (Reflection II, Interview II).
Richard	<ul style="list-style-type: none"> - (No specific comments on comparison from PCLA I to PCLA II.)
Sean	<ul style="list-style-type: none"> - Small improvement on Descriptor one (The educator interacts with individuals and small groups of learners.)– Sean received five ore ratings of four on PCLA II (Reflection II). - Small improvement on Descriptor 16 (The educator demonstrates effective listening skills.)– Sean received more ratings of four, but did receive a two (Reflection II). - Small improvement on Descriptor 20 (The learner demonstrates involvement with her/his learning resources.)– Sean's ratings increased, but again, he received a two (Reflection II). - Improvement on Descriptor 26 (The resources are directed toward using multiple senses.)– He received ratings of only three and above, as opposed to last time when he received ones and twos. He felt he had provided a more visually engaging activity on PCLA II (Reflection II). - Descriptor 30 (Learning for enjoyment and enrichment is emphasized.)– Sean had a big improvement on this Descriptor because he had an increase of level four ratings (Reflection II).
Sonia	<ul style="list-style-type: none"> - Improvement on majority of Descriptors –Overall, Sonia had an improvement on all indicators, except one (Interview II).

- **No improvement on Descriptor 33 (The learner, content, and context in the classroom are utilized in presenting the curriculum.)**– Sonia did not have improvement on differentiation, possibly due to the fact that the lesson did not lend itself to incorporating a lot of differentiation (Interview II, Reflection II).
- **Improvement on Descriptor 12 (The educator treats the student as an individual with unique abilities, needs, and interests.)**– She changed the wording on the Observable Indicator associated with this Descriptor and believes that this might have helped make the Descriptor more clear for her students (Interview II).

In hundreds of pages of interview transcripts and PCLA reflections, it is interesting to note that student teachers rarely spoke of specific comparisons between PCLA I and PCLA II ratings. Table 18 displays the few instances where student teachers specifically commented about PCLA I to PCLA II change. Attention to ratings, reasons for ratings, and plans for changes were overwhelmingly discussed more frequently, as can be seen in research question two.

Although it was not a major stated focus of reflections and interviews, two student teachers discussed their student feedback changes in detail. Anthony and Sean compared their PCLA I and II results, primarily in their Reflection II. In Interview II, Sean stated, “I was able to compare my result from my first data [with] the new data. I was able to reflect on my own teaching, and my students were able to give me more valuable feedbacks to help me improve on my teaching technique” (personal communication, April 25, 2014).

Out of the change in student feedback discussed in Table 18, most of these areas dealt with positive improvement in ratings. There are 16 instances in which student teachers discussed an improvement based on student feedback. In these instances, student teachers discussed an increase in ratings or positive comments.

Three student teacher statements emphasized a decline in student ratings. For example, Matthew encouraged his students to be honest on PCLA II and received more “critical” feedback, including lower ratings. However, Matthew discusses that this is what he wanted because he felt that on PCLA I, students were just giving him grades to make him look good (Reflection I). He wanted more honest student feedback.

Each student teacher looked at their student feedback, but not all student teachers discussed a comparison between PCLA I with PCLA II. This may be due to each student teachers focus being on reasoning behind the scores and not on overall comparison. In light of this information, it is helpful to look at student teacher perceptions of student feedback.

Student teacher perception of student feedback. Matthew shared that, “The results that I received from the students, I think will help me become a better teacher” (Reflection I, 1). At the end of the day, Matthew shares what most educators desire; they just want to become a better teacher and Matthew, like other participants believes that the PCLA produced an outlet for teacher improvement.

When discussing student feedback, it is necessary to discuss student teacher perceptions of high and low student ratings. Because the PCLA is an individualized self-assessment, the desire to change came directly from the student teacher. The researcher did not tell them what should be an impetus for change. The student teacher made their own decisions regarding their student feedback and change. This section will look at the student teacher’s perceptions of high ratings and perceptions of low ratings in order to provide a more complete understanding of question three and student feedback.

Perception of high student ratings. When student teachers encountered high student ratings or ratings higher than the student teacher's self-assessment for the same lesson, two categories existed. Teachers either felt distrust for their excessively high ratings or experienced confirmation of their effective teaching. This section will discuss both categories.

As a result of the high student feedback, three student teachers felt a sense of distrust for their students' feedback, shown in Table 19. This sense of distrust was discussed only in PCLA I. Presumably, in PCLA II, the student teachers have become more comfortable with their student feedback.

Table 19

Student Teacher Perceptions of High Ratings

Quote about high ratings	Source
"I know there were some students who went easy on me just because they straight ticketed 4's"	(Matthew, personal communication, March 28, 2014).
"[The PCLA was] very eye-opening because a lot of time I put myself lower than they did."	(Anthony, personal communication, April 3, 2014).
"I think it's because I'm very hard on myself. There's no way they rated me that high. No way. They must have misunderstood and that may be what's happening. That I am simply doubting myself. Maybe they did understand me and I'm just not believing what I'm seeing"	(Miriam, personal communication, March 26, 2014).
"I don't know if it's because I strongly critique myself....So I was pleasantly surprised to see, OK, maybe I'm not doing such a bad job."	(Amy, personal communication, April 29, 2014).

These four student teachers felt that the students were, "being nice" (Anthony, personal communication, April 3, 2014). For example, Matthew does not know if these

students just gave fours on all Descriptors without reading them or if the students actually believed that Matthew deserved the four rating. Overall, teachers explained that this distrust came from a lack of confidence. Anthony, Miriam, and Matthew all discussed the possibility of having low confidence. Being more critical on herself than her students, Miriam, like others, seemed to lack the confidence to perceive herself as her students did. However, as the data continued, student teachers became more comfortable with the feedback and trusted the ratings more. For example, Matthew asked his students to be more honest on PCLA II. Similarly, Miriam also asked her students to focus on the lesson when rating. She received more variation in scores and therefore, felt more comfortable with the student feedback on PCA II.

Perception of low student feedback. As a result of learning to value student input, the student teachers in this study paid special attention to both low and high student ratings. Low student ratings provided student teachers with a unique perspective. Generally, student teachers looked at the low student ratings as an area of growth and needed improvement. In rare cases, student teachers provided reasons for the low scores and did not feel that this area needed improvement. These two perspectives will be discussed in the following section. Table 20 provides examples of selected quotes regarding low student ratings as an area of needed improvement.

Table 20

Student Teacher Perceptions of Low Ratings

Quote	Source
“When I first read this, I felt like a terrible teacher. I was trying my best to get to many students who had questions as much as possible”	(Natalie, Reflection 1, 15-17).
“I feel like I don’t know if they – if this learning for enrichment or for themselves is something that is a cultural thing or like a language issue, but because I do have LEP students in my class. Is it an issue that they have trouble reading or kind of watching these types of like documentaries because they don’t understand the language? So is that the issue? Or is it because of the stuff that we’re doing in class is the issue?”	(Anthony, personal communication, April 3, 2014).
“The reason could be that I am very new toward this profession, and my questioning techniques are very weak.”	(Pamela, Reflection I, 10-11).

In contrast to the above situation, Anthony looked at his low scores as an area of possible improvement, but also wondered if the reasoning for these ratings was due to a cultural or language issue with the student and not with his teaching.

Each student teacher’s view of change in student feedback depended on their perception of student feedback. What some may consider “high” ratings, may have been “low” ratings to others. What some considered “change” may not have been substantial “change” worth discussing to others. The unique characteristic of the PCLA is the ability to individualize teacher needs. This individualization also shows in the way that each student teacher perceives student feedback and as result some student teachers focused on change in feedback more frequently than others and in different way than others. As a

result of this study and the findings discussed in this chapter, it is now necessary to explore the place that this research has in current practice. Chapter five will discuss greater themes, implications, and recommendations for education.

Chapter V

Discussion, Implications, and Recommendations

“This evaluation reminded me that I cannot be perfect every time, but I should strive to teach to the best of my ability and with the resources provided me. I have learned much, both about teaching and learning” (Miriam 2-4, Reflection II).

The opportunity to work with the Freiberg’s (2001-2013) Person-Centered Learning Assessment (PCLA) gave student teachers the resources to look deeply into their classroom, their teaching, and their students’ perspective of their beginning teaching in a non-evaluative environment. Each participant shared their experience and each student teacher came away from this research with new insights into their classroom. The researcher simply facilitated conversation throughout this process, but each student teacher became the inquisitors of their own secondary classroom teaching. The student teachers drew their own conclusions about their strengths and weaknesses and made decisions about what their classroom data said about their teaching and classroom climates. This process is different from the usual student teaching experience in which the cooperating teacher and university supervisor provide the primary or sole sources for feedback. As seen through Miriam’s quote above, working with the PCLA provided the student teachers with unique opportunities to learn about their teaching.

This chapter will begin with an overview of the purpose of this study, a restatement of the research questions, a summary of the findings, and research limitations. It will then discuss relevant themes as a result of this study and implications for practice. The chapter will end with recommendations for teacher education and future research.

Purpose of the Study

The purpose of this study is to provide data regarding the use of a self-assessment instrument (Person-Centered Learning Assessment or PCLA) with pre-service teachers. The PCLA (Freiberg, 2001-2013) was used with 10 student teachers at a large urban university. The research data have the potential to be used to aid in pre-service and in-service teacher improvement and professional development as well as influence teacher preparation programs.

Research Questions

This research addressed the following three questions:

- 1) Does using the PCLA modify the student teacher's self-assessment from the first to the second lesson?
- 2) Why do the student teachers choose their particular indicators as part of the PCLA?
- 3) Does student feedback of the student teacher's lessons on the PCLA change from lesson one to lesson two?

The findings that resulted from the research questions are summarized below.

Summary of Findings

The data analysis revealed several important insights into the PCLA. Study findings indicate that the 10 student teachers were able to describe ways in which self-assessment enabled them to reflect on the data provided by the PCLA. As a result, eight student teachers made changes to their teaching between their first and second lessons. Reasons as to why each student teacher chose to create their self-assessment in their unique manner was also explored with respect to question two. Nine of the student

teachers used the PCLA as an avenue for understanding the student perspective in the classroom. Nine of the student teachers also included Descriptors in the PCLA instruments they had created from a pool of 37 Descriptors in an effort to understand their own teaching better. In responding to question three, study data showed that nine out of 10 student teachers discussed change that had occurred in their student feedback. The student teachers primarily discussed positive improvements based on student feedback from PCLA I to PCLA II.

In light of these results, it is helpful to look at the broader research in education and place this study into the context of current and future research. The upcoming sections will discuss research limitations, conclusions, and implications for practice in the context of today's teacher preparation programs. This chapter will conclude with recommendations for current teacher preparation programs.

Limitations of the Study

Before going any further, it should be noted that there are three limitations to this study. Each limitation and its implications to the study will be discussed.

- 1) *Elizabeth's self-assessment* - During PCLA I, Elizabeth did not complete the PCLA instrument on her own lesson. As a result, she did not have her feedback to compare to her students' feedback. However, she still self-assessed her teaching and completed the reflection for PCLA I.
- 2) *Natalie's recording of lesson one*- All students were asked to audio record their lessons used for PCLA I and PCLA II. However, Natalie did not follow these directions and used a video recording of her first lesson. She was still able to hear the audio, as the other nine student teachers did, but her perception of her teaching

may have been different because she viewed and listened as opposed to just listening to the classroom communication. When discussing the video in Interview I, Natalie explained that she could see “body language.” She commented that it did not appear “bubbly.”

- 3) *Matthew’s student comments on PCLA I* - Matthew did not record his comments in PCLA I. According to Matthew in his interviews, he explained that these comments were not useful, therefore, he did not enter them in his Data chart.

Each of these limitations are small and do not significantly affect results of this study. However, for future studies regarding the PCLA, it will be necessary to explain the procedures in greater detail and check that each student teacher understands the process being followed.

Discussion and Implications

This study provided information that has the potential to influence teacher preparation programs. Two main themes were seen as a result of the findings: 1) Student teachers value student feedback and 2) Self-assessments encourage student teacher reflection. These themes will be discussed along with their implications for practice.

Student teachers value student feedback. The PCLA provided student teachers with a unique opportunity to receive specific student feedback. Throughout the research process, the student teachers continued to discuss the importance this feedback had on their teaching. This was evident through their statements and specifically through their discussion of teaching changes they planned to make.

Matthew describes a common sentiment toward student feedback. He explains why student feedback is important to him: “And I think it makes the students work harder

for you because they know you want to be a better teacher. They know you're interested in their opinion [be]cause if a teacher just goes on teaching and never asks for a student opinion, the students will not be tempted to try as hard as they should be for a teacher who is concerned with what they think. So I want the students to know that I'm new at this. I'm still perfecting it. And it's a life-long process so anything you can say, I'll take into consideration and try to make it more interesting or being a better teacher for the student" (personal communication, May 7, 2014). Matthew clearly values what his students say and think. He uses their feedback to try to alter his lessons in the way his students need. The PCLA self-assessment provides student teachers with the resources to receive intentional and specific feedback from students, a skill not frequently seen in teacher preparation.

Freiberg and Driscoll (2005) describe students as, "the greatest source for feedback." However, this data source is rarely used in classrooms today. Freiberg and Waxman (1988) state that student feedback can be used to assess teaching strategies and teacher attitudes. That type of feedback was evident in this study. The PCLA self-assessment provided student teachers with the resources to receive intentional and specific feedback from students. As a result, student teachers have the ability to see their teaching from a unique perspective. The opportunity to receive student feedback is rare and as seen through this research, it is helpful in teacher self-reflection and improvement.

Self-assessments encourage student teacher self-reflection. Self-assessments in education provide resources for self-reflection of classroom teaching and learning (Dewey, 1910; Houston & Warner, 2000). The Flanders Interaction Analysis System (Freiberg & Waxman, 1988), Stallings Observation System (Freiberg & Waxman, 1988;

Stallings, 1986), Hoover and Carroll (1987), the Low-Inference Self-Assessment(1987), have set a precedent for the power that self-assessments can have in education. This study on the PCLA is timely. It provides a fresh look at self-assessments. In a time when teacher evaluation is at the forefront of discussions, the PCLA provides a new avenue for educator self-reflection.

Houston and Warner (2000) explain that teacher education programs have a responsibility to prepare pre-service teachers in the art of self-reflection. As seen through this study, opportunities for self-reflection have the potential to provide great benefit to educators. Through the use of the PCLA, a self-assessment, student teachers made changes, improvements, and experienced improvement in student feedback. The PCLA serves as an avenue for student teachers to practice the necessary skill of reflecting on teaching.

Recommendations

Recognizing that teacher preparation is a vital time for creating effective teachers, the findings of this study point to four recommendations for teacher preparation programs. It is recommended that teacher preparation programs provide student teachers with more opportunities for 1) receiving student feedback 2) self-reflection using multiple sources of data, 3) engaging the student teacher in developing a self-assessment measure, and 4) utilizing a greater range of feedback resources. Each of these recommendations will be discussed below.

Student teachers need more opportunities for student feedback. As discussed earlier in this chapter, student feedback surfaced as one of the most prevalent themes discussed among the student teachers during the study's written reflections and

interviews. Although the student teachers had feedback from the audio recordings and PCLA self-assessments, student teachers continually focused on student feedback as a primary source of information about their teaching. The student teachers made changes based on student feedback and truly reflected on how their students perceived the class. Student feedback provides a unique perspective of the class and student teachers should be given more opportunities for receiving such feedback in their practice teaching experiences.

It is also important to note that when discussing student feedback, student teachers wanted a deeper, and at times, more critical levels of comments from their students. It is possible that students did not provide depth in their feedback because they did not have prior experiences in providing feedback or did not feel the freedom to do so. They may also have been concerned about their student teachers' grades. Even though the student teachers were not being graded on participation in this research, the students frequently observed student teachers being evaluated by their cooperating teacher and university supervisors. As a result, the students may have been hesitant to provide too much criticism or greater detail. During PCLA II, Matthew explained to his students that he was not being graded on the PCLA and that he truly wanted honest feedback from his students. As a result, Matthew's student feedback changed in PCLA II and he received more critical information. He felt that he had finally received student truthfulness. In order to facilitate a deeper level of student feedback, student teachers need more opportunities to receive student feedback and to practice organizing a comfortable environment where students feel the freedom to provide truthful and helpful feedback.

Student teachers need more opportunities for engagement in developing a self-assessment measure. The PCLA provides educators with the unique opportunity to create their own individualized self-assessment measure. As explained by the results of research question two, each student teacher picked Descriptors and developed Observable Indicators specific to their classroom needs. Not every classroom is the same because both students and educators have different needs and desires. When given opportunities to develop their own self-assessment measure, student teachers can take ownership of their own learning process and focus on their individual classroom needs.

Student teachers need more opportunities for self-reflection using multiple sources of data. A major theme in this study is student teacher self-reflection. In today's teacher preparation programs, student teachers are constantly being observed, evaluated, and graded. They are constantly waiting for someone else to tell them what to do, how to improve, and how to teach (Freiberg & Driscoll, 2005). With this type of evaluation, student teachers will learn to rely on what others say they need to do. However, this research shows that student teachers can gain a wealth of information if they self-reflect. Sosanya-Tellez (2010) explains that when educators are given opportunities for self-reflection, they take charge of their learning. When given strategies for self-evaluation, teachers acquire more ownership (Freiberg & Driscoll, 2005; Rogers & Freiberg, 1994). With opportunities for self-reflection, student teachers can make conclusions about their own teaching and do not always need to wait for someone else to tell them how they are doing. With the ability to self-reflect, student teachers can continue learning, even when their university supervisor or cooperating teacher is not available to provide feedback.

Student teachers need more opportunities for a greater range of self-assessment resources. As stated above, student teachers need more opportunities for self-reflection. Self-assessment resources give student teachers that opportunity. The PCLA, a self-assessment measure, proved to be a helpful avenue for student teacher self-reflection. The PCLA provided student teachers with a format and intentional process for self-assessing their instruction and classroom learning. Using the format, the student teachers gathered student feedback, reflected on their audio recording, and reflected on their teaching. Using a self-assessment like the PCLA, gives student teachers the resources and skills to reflect, therefore student teachers need more opportunities for self-assessment resources.

Suggestions for Future Research

This study served as the first exploratory research using the PCLA. Although many interesting and positive findings arose, this study was simply the beginning for research using the PCLA. As seen in this research, student teachers benefit from using the PCLA self-assessment. Additional research with the PCLA should be done. Teacher preparation is a constant national discussion and this self-assessment has unique characteristics to help create stronger, more effective educators. Using the PCLA with a larger quantity of student teachers may provide different types of trends and further the research in self-assessment. Additional research with the PCLA with in-service teachers will also provide a different perspective that has the potential to provide a deeper level of understanding of the PCLA with educators.

Roger's (1946) theory of person-centered learning is the foundation for the PCLA. It facilitates a balance between the needs of the learner and the needs of the

educator while encouraging an environment focused on the affective domain, mutual trust, self-discipline, and freedom to learn (Freiberg & Driscoll, 2005; Rogers & Freiberg, 1994). The characteristics make the PCLA a unique resource for educators. More research should be done in the field of self-assessment and specifically on the PCLA in order to continue to learn of possible ways that self-assessments can encourage a person-centered classroom with both pre-service and in-service teachers.

Conclusion

Self-reflection provides opportunities for someone to think about where they have come from, what they have done, and where they are going (Goh & Matthews, 2013). It enables ownership over actions, facilitates self-improvement, and creates empowerment (Rogers & Freiberg, 1994). The PCLA (Freiberg, 2001-2013) serves as a powerful resource for educator self-reflection with the unique ability to create an individualized self-assessment. It has the potential to aid in teacher preparation and educator professional development.

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Appendix A

Consent Form for Student Teachers



**UNIVERSITY OF HOUSTON
CONSENT TO PARTICIPATE IN RESEARCH**

PROJECT TITLE:

You are being invited to take part in a research project conducted by Lauren Snead from the University of Houston. This research project is part of a dissertation and is being conducted under the supervision of Dr. Jerome Freiberg.

NON-PARTICIPATION STATEMENT

Taking part in the research project is voluntary and you may refuse to take part or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any research-related questions that make you uncomfortable. If you are a student, a decision to participate or not or to withdraw your participation will have no effect on your standing.

PURPOSE OF THE STUDY

This is an exploratory study to examine the use of a pre-service teacher self-assessment measure to identify implications on teaching practices. The study will take place during the remainder of the 2014 spring semester.

PROCEDURES

A total of 10 subjects will be invited to take part in this project.

- You will create a self-assessment instrument to be used after two formal lessons. Your students will fill out the instrument, providing feedback about your lessons.
- The semester will include two interviews: one interview after the first use of the self-assessment measure and one interview after the second use of the self-assessment measure. The interviews will last approximately 30-60 minutes each.
- You will complete a written reflection about your use of the self-assessment prior to the interviews. This reflection will help guide the interview and ensure a productive interview.

CONFIDENTIALITY

Every effort will be made to maintain the confidentiality of your participation in this project. Each subject's name will be paired with a code number by the principal investigator. This code number will appear on all written materials. The list pairing the subject's name to the assigned code number will be kept separate from all research materials and will be available only to the principal investigator and supervisor. Confidentiality will be maintained within legal limits.

RISKS/DISCOMFORTS

There are no foreseeable risks involved in this research project.

BENEFITS

Taking part in this research study will provide you with a resource that may be helpful to you in your future career as a teacher.

INCENTIVES

As a result of your full participation in this research, you will be awarded credit for a required student teaching research assignment.

ALTERNATIVES

Participation in this project is voluntary and the only alternative to this project is non-participation.

PUBLICATION STATEMENT

The results of this study may be published in scientific journals, professional publications, or educational presentations; however, no individual subjects will be identified.

AGREEMENT FOR THE USE OF AUDIO TAPES

If you consent to take part in this study, please indicate whether you agree to be audio taped during the study by checking the appropriate box below. If you agree, please also indicate whether the audiotapes can be used for publication and/or presentations.

- ☐ I agree to be audio taped during the interview.
 - ☐ I agree that the audio can be used in publication and/or presentations.
 - ☐ I do not agree that the audiotapes can be used in publication and/or presentations.
- ☐ I do not agree to be taped during the interview.

As audio recording is a necessary part of qualitative analysis of interviews, it is not necessary to participate if you chose to forego the audiotaping.

SUBJECT RIGHTS

1. I understand that informed consent is required of all persons participating in this project.
2. I have been told that I may refuse to participate or to stop my participation in this project at any time before or during the project. I may also refuse to answer any question.
3. Any risks and/or discomforts have been explained to me, as have any potential benefits.
4. I understand the protections in place to safeguard any personally identifiable information related to my participation.

5. I understand that, if I have any questions, I may contact Lauren Snead at 281-450-2159. I may also contact Dr. Jerome Freiberg, faculty sponsor, at 713-743-4953.
6. **Any questions regarding my rights as a research subject may be addressed to the University of Houston Committee for the Protection of Human Subjects (713-743-9204).** All research projects that are carried out by Investigators at the University of Houston are governed by requirements of the University and the federal government.

SIGNATURES

I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions to my satisfaction. I give my consent to participate in this study, and have been provided with a copy of this form for my records and in case I have questions as the research progresses.

Study Subject (print name): _____

Signature of Study Subject: _____

Date: _____

I have read this form to the subject and/or the subject has read this form. An explanation of the research was provided and questions from the subject were solicited and answered to the subject's satisfaction. In my judgment, the subject has demonstrated comprehension of the information.

Principal Investigator (print name and title): _____

Signature of Principal Investigator: _____

Date: _____

Appendix B

Human Subjects Approval Letter

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH

July 18, 2014

Lauren Snead
c/o Dr. H. Jerome Freiberg
Dean, Education

Dear Lauren Snead,

The University of Houston Committee for the Protection of Human Subjects(1) reviewed your research proposal entitled "Pre-service Teachers Utilization of a Self-assessment Measure to Identify Implications on Teaching Practices" on July 18, 2014, according to institutional guidelines.

The Committee has given your project unconditional approval; however, reapplication will be required:

1. Annually
2. Prior to any change in the approved protocol
3. Upon development of unexpected problems or unusual complications

Thus, if you will still be collecting data under this project on **March 30, 2015**, you must reapply to this Committee for approval before this date if you wish to prevent an interruption of your data collection procedures.

If you have any questions, please contact Samoya Copeland at (713) 743-9534.

Sincerely yours,



Dr. Scott B. Stevenson, Vice-Chair
Committee for the Protection of Human Subjects (1)

PLEASE NOTE: (1) All subjects must receive a copy of the informed consent document. If you are using a consent document that requires subject signatures, remember that signed copies must be retained for a minimum of 3 years, or 5 years for externally supported projects. Signed consents from student projects will be retained by the faculty sponsor. Faculty are responsible for retaining signed consents for their own projects; however, if the faculty leaves the university, access must be possible for UH in the event of an agency audit. (2) Research investigators will promptly report to the IRB any injuries or other unanticipated problems involving risks to subjects and others.

Protocol Number: 14254-01

Full Review: ☒

Expedited Review: ☐

316 E. Cullen Building Houston, TX 77204-2015 (713) 743-9204 Fax: (713) 743-9577

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS

Appendix C

First Interview Protocol

Interview Protocol for First Round of Student Teacher Interviews

Topic Domain 1

The Student Teaching Experience

Start-off Questions

I still remember my internship and observations. I was placed at a middle school and at a high school in College Station, Texas. It was an interesting experience. Can you tell me a little about your experience as a student teacher?

Covert Categories

1. Student teacher's perceptions of Cooperating Teachers and University Supervisors.
2. Student Teacher's Ability
3. Student Teacher's Confidence
4. Student teacher's perceptions of the student teaching process.
5. Student teacher's perceptions of their role.
6. Student teacher's attitude toward their experience as a student teacher.

Follow up Questions

1. There are so many demands on teachers today. What are some of the challenges that you face?
2. Each student teacher is placed in a different classroom. How is your classroom a unique experience for you?
3. Why did you want to be a teacher?
4. Why did you choose to be a secondary teacher?
5. What have you learned this year from your student teaching experience?
6. What are some things you have learned that you hope to take with you to your classroom in the fall?

Topic Domain 2

Using the PCLA

Start-off Questions

The first time I used the PCLA in my classroom, I was surprised by many of the results I received. I thought I had implemented differentiation better than was perceived by my students. Tell me a little bit about what it was like to use the PCLA for the first time.

Covert Categories

1. Beliefs about self-reflection.
2. The development of the PCLA.
3. The student teacher's chosen indicators.
4. Student teacher's attitude toward the PCLA.
5. The impact of the PCLA on teaching.
6. Cooperating Teacher and University Supervisors influence on using the PCLA.

Follow up Questions

1. There are a lot of steps that go into creating the PCLA. Can you tell me what that process was like for you?
2. From your data chart, I see that you rated yourself differently than some of the students. Tell me a little bit about how you rated your lesson vs. how your students rated your lesson.
3. In your reflection, you mentioned some areas that you want to improve on in the future. What role did the PCLA play in these changes?
4. Besides the student feedback, what are other factors that influence your teaching?

Appendix D

Second Interview Protocol

Interview Protocol for Second Round of Interviews

Topic Domain 1

Developing the PCLA measure

Start-off Questions

You have now gone through the PCLA development process once or twice. I remember when I went through that process. Tell me a little bit about the process of developing your PCLA.

Covert Categories

7. Student teacher's perception of the PCLA.
8. Student teacher's reasons for choosing specific indicators.
9. Student teacher's decision-making process when creating the PCLA
10. Student teacher's perceptions of the descriptors and their observable indicators.
11. PCLA I process versus PCLA II process

Follow up Questions

1. How did you decide on what 8-10 indicators you would choose?
2. How do you think the process went?
3. Tell me a little bit about creating your observable indicators.
4. As you look back on the semester, what descriptors stood out to you?
5. What descriptors did you learn the most from?
6. Did you make any changes to your PCLA II? If so, why?
7. How was the PCLA II process different than the PCLA I process?

Topic Domain 2

Student feedback changes from PCLA I to PCLA II

Start-off Questions

You have put a lot of work into going through the PCLA I and PCLA II process and in receiving student input. Overall, tell me about the student feedback you received in PCLA I and PCLA II.

Covert Categories

1. Student feedback changes form PCLA I to PCLA II.
2. Reason for student feedback changes.

Follow up Questions

1. How do you think your overall student feedback has changed from PCLA I to PCLA II?
2. Tell me about the role student feedback plays in your teaching.
3. How has your teaching changed as a result of student feedback?

Topic Domain 3**The PCLA Experience****Start-off Question**

I remember my experience with the PCLA. It wasn't an easy process, but in the end I learned a number of things. Now that you have completed working with the PCLA, what has the overall experience been like for you?

Covert Categories

1. Student teacher perception of the PCLA.
2. Student teacher attitude toward PCLA.
3. Challenges of using the PCLA.

Follow up Questions

1. If you did this again, what would you do differently?
2. After using the PCLA, how do you view student feedback?